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**Key
Performance
Indicators**

Fall 2004

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SOMERSET COMMUNITY COLLEGE KEY PERFORMANCE INDICATORS

Fall 2004

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Purpose

To provide outcome data that describe the extent to which Somerset Community College meets the institution’s responsibilities to its constituencies.

Introduction

Fall 2004 Key Performance Indicators is the third edition of Somerset Community College’s annual report card.

Most Indicators chosen for this edition are the Key Performance Indicators tracked by the Kentucky Community and Technical College System Board of Regents. Some Indicators are unique to our College. Somerset Community College’s report card is an evolving outcome assessment tool. Future editions will reflect the changing responsibilities of the institution to its constituents.

Somerset Community College Office of Institutional Effectiveness prepared the Fall 2004 Key Performance Indicators. Please direct questions or suggestions to Dexter Alexander by phone, 606-679-8501, ext. 3880, or by email, Dexter.Alexander@kctcs.edu.

All data are for each respective year’s Fall semester, unless otherwise indicated. **Fall 2004 student data are not official CPE data.**

Indicator 1: Enrollment Trends

Headcount of Students Who Enrolled in a For-Credit Course

2000	2001	2002	2003	2004	% Change 2003 to 2004
3,460	4,721	5,082	5,751	5,854	1.8

Outcome: Enrollment at the College has increased each year. Student headcount for Fall 2004 was 5,854. This is an 1.8% increase over the Fall 2003 enrollment of 5,751.

Headcount of Full-Time Equivalent Students

2000	2001	2002	2003	2004	% Change 2003 to 2004
2,352	2,984	3,023	3,293	3,147	(4.4)

Measurement: Full-Time Equivalent (FTE) enrollment as the sum of credit hours taken by all students divided by 16 (Council on Postsecondary Education definition).

Outcome: Somerset Community College's Full-Time Equivalent (FTE) enrollment increased each year until Fall 2004 when FTE declined by 146 students, (4.4%).

Enrollment by Age Group

	2000	2001	2002	2003	2004	% Change '03 to '04
Under 18	192	363	189	432	378	(12.5)
18-19	861	1,005	928	1,095	1,113	1.6
20-21	612	678	693	750	787	4.9
22-24	374	473	563	625	638	2.1
25-29	390	573	673	727	700	(3.7)
30-34	306	458	511	525	550	4.8
35-39	342	351	345	374	450	20.3
40-49	262	515	538	558	562	0.7
50-64	83	261	291	233	302	29.6
65+	16	29	34	27	45	66.7
Unknown	22	15	317	405	329	(18.8)
Total	3,460	4,721	5,082	5,751	5,854	1.8

Definition: Headcount of students enrolled in a for-credit course depicted by age group

Outcomes: Headcount enrollment increased 1.8% from Fall 2003 to Fall 2004. The "Under 18" and the "25-29" age categories declined 12.5 and 3.7 percent respectively from Fall 2003 to Fall 2004; the greatest percent increase is in students over 50.

Indicator 2: Ethnic and Gender Diversity

Number of Female and Male Employees

	2000	2001	2002	2003	2004	% Change 2003 to 2004
Female	133	133	134	142	158	11.3
Male	115	117	117	133	137	3.0

Measurement: Total number of full-time employees depicted by gender. Source: IPEDS Fall Staff Survey (2000 to 2003) and Somerset Community College Human Resources Department (2004).

Percent of Full-Time Employee Population that was/is Female

2000	2001	2002	2003	2004
53.6	53.2	53.4	51.6	53.6

Measurement: Total number of women employed by Somerset Community College divided by the total number of employees, multiplied by 100.

Outcome: The College maintained an equitable number of female and male employees from 2000 to 2004, with the female population ranging from 51.6% to 53.6%.

Number of Minority Employees

2000	2001	2002	2003	2004	% Change 2003 to 2004
7	7	13	10	22	120

Definition and Measurement: Count of full-time and part-time employees who are in an ethnic group other than white, non-Hispanic. Source: IPEDS Fall Staff Survey (2000 to 2003) and Somerset Community College Human Resources Department (2004).

Number of Minority Students

2000	2001	2002	2003	2004	% Change 2002 to 2003
96	101	81	97	83	(14.4)

Measurement: Excluding those students who did not report their ethnicity, the above represents headcount of students enrolled in a for-credit course who are in an ethnic group other than white, non-Hispanic.

Number of Minority Students as a Percent of Total Student Population

2000	2001	2002	2003	2004
2.6	2.1	1.6	1.7	1.4

Measurement: Total number of minority students enrolled in a for-credit course divided by the total number of students enrolled in a for-credit course- multiplied by 100

Number of Female and Male Students

	2000	2001	2002	2003	2004	% Change 2003 to 2004
Female	2,040	2,544	2,778	3,244	3,400	4.8
Male	1,293	2,151	2,073	2,428	2,426	(0.1)
Unknown	127	26	231	79	28	(64.6)

Percent of Student Population that was/is Female

2000	2001	2002	2003	2004
59	53.9	54.7	56.4	58.1

Measurement: The number of female students enrolled in a for-credit course divided by the total headcount of students enrolled in a for-credit course- multiplied by 100.

Outcome: In the Fall 2004 semester, females represented 54.8% of KCTCS' total unofficial enrollment.

Indicator 3: Retention Rate

Returning Students as Percent of Enrolled Students

2001	2002	2003	2004
40.2	47.4	46.6	52.5

Definition: First-time degree-seeking freshmen (full-time and part-time) who enroll for two consecutive fall terms, excluding graduates/completers

Measurement: Count the number of first-time degree-seeking freshmen (full-time and part-time) who enroll for two consecutive fall terms or transfer to another institution. Divide the number of returning or transferred students in the second term by the number of first-time degree-seeking freshmen in the first term.

Outcome: The College experienced an increase in retention each year except for 2003. A significant increase in retention occurred from Fall 2003 to Fall 2004.

Indicator 4: Graduation Rate

Cohort Graduation Rate (%)

Cohort Year	1996	1997	1998	1999	2000
Rate	27.0	33.9	25.9	28.2	25.9

Definitions: First-time, degree-seeking freshmen who receive academic credentials within the credentialing period of three years for degree and diploma programs and 1.5 years for certificate programs

Measurements: The above represents the percent of first-time, degree-seeking freshmen receiving a certificate, diploma, or degree within the credentialing period. (Source: IPEDS Graduation Rates).

Indicator 5: Transfer Preparation and Rate

Definitions and Measurements: Graduate responses to the KCTCS Transfer Student Survey 2003 and 2004: survey of all students graduating with an AA or AS.

Percent of Students Responding Favorably

Question Area	2003	2004
Currently attending a college/university	58	73
Academically well-prepared to transfer	46	88
Well-prepared to accomplish most writing assignments	48	84
Well-prepared to accomplish most reading assignments	48	92
Well-prepared to accomplish most mathematical assignments	44	73
Would choose SCC again	54	84

Outcomes: Percent of favorable student responses increased for each question area. Students' favorable responses showed the greatest increase to the reading assignment question, increasing from 48% in 2003 to 92% in 2004. The lowest percent increase in favorable student responses was to the mathematical subject question. Mathematics is also the lowest rated area overall.

Definitions and Measurements: Students enrolled in Fall 2001 or Fall 2002 who did not return in subsequent terms but enrolled in other postsecondary institutions. (Source: National Student Clearing House)

Number of Students Transferring to Other Postsecondary Institutions

TRANSFER SCHOOL NAME	2001	2001	2002	2002
EASTERN KENTUCKY UNIVERSITY	250	47.3%	200	41.8%
WESTERN KENTUCKY UNIVERSITY	33	6.3%	51	10.7%
UNIVERSITY OF KENTUCKY	69	13.1%	50	10.5%
LINDSEY WILSON COLLEGE	34	6.4%	32	6.7%
LEXINGTON COMMUNITY COLLEGE	34	6.4%	28	5.9%
CAMPBELLSVILLE UNIVERSITY	9	1.7%	16	3.3%
LINCOLN MEMORIAL UNIVERSITY	11	2.1%	15	3.1%
UNION COLLEGE	17	3.2%	12	2.5%
MIDWAY COLLEGE		0.0%	12	2.5%
UNIVERSITY OF LOUISVILLE	11	2.1%	9	1.9%
SULLIVAN UNIVERSITY	3	0.6%	9	1.9%
SOUTHERN BAPTIST THEOLOGY SEMINARY	3	0.6%	5	1.0%
ALL OTHERS	54	10.2%	39	8.2%
TOTAL	528	100.0%	478	100.0%

Outcomes: 528 students enrolled in Somerset Community College in Fall 2001 and 478 SCC students enrolled in Fall 2002 subsequently transferred to other postsecondary institutions. The majority transferred to Eastern Kentucky University.

Indicator 6: Job Placement Rate

Job Placement Six Months After Graduation

Response	2000-2001	2001-2002	2002-2003
Employed in the field and pursuing add education	0	3	4
Employed in field not related to training	46	71	45
Employed in a field related to training	279	217	229
Military	5	3	3
Pursuing add education not related to training	0	15	5
Pursuing add education related to training	149	51	35
Self-Employed	0	0	10
Status Unknown	74	0	0
Unemployed/Not Seeking Employment	14	18	20
Unemployed/ Seeking Employment	20	17	19
Responses	587	370	395
Percent employed in a field related to training	47.5	59.5	59.0

Job Placement One Year After Graduation

Response	2000-2001	2001-2002	2002-2003
Employed in the field and pursuing add education		2	1
Employed in field not related to training	3	12	24
Employed in field related to training	68	55	90
Pursuing add education not related to training		3	3
Pursuing additional education related to training	1	8	4
Number of Responses	72	80	122
Percent employed in a field related to training	94.4	71.3	74.6

Outcomes: There is a 26.4% increase of graduates employed in a field related to their training from six months after graduation to one year after graduation for 2002-2003 graduates.

Indicator 7: Workforce Training and Development
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Number of Courses Offered by Community & Economic Development Office

2000-2001	2001-2002	2002-2003	2003-2004
39	113	266	318

Number of Participants in Community & Economic Development Office Courses

2000-2001	2001-2002	2002-2003	2003-2004
559	1,048	4,331	4,110

Definition: Training and education designed to improve one's professional or workplace skills

Outcome: The Office of Community & Economic Development (CED) offered 318 Business and Industry Training Courses in 2003-2004, a 19.5% increase over the previous academic year's course offerings.

Indicator 8: Community Outreach
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Number of Continuing Education Courses Offered by Community & Economic Development Office

2000-2001	2001-2002	2002-2003	2003-2004
38	44	25	15

Number of Participants in Continuing Education Courses Offered by Community & Economic Development Office

2000-2001	2001-2002	2002-2003	2003-2004
514	649	507	295

Definition: Personal and community development activities that are educational programs organized to provide enrichment to individuals in subjects of social awareness or personal interest

Outcome: The Community & Economic Development Office offered 15 Continuing Education courses in 2003-2004, compared to 25 in 2002-2003. (Source: 2000-2003 Office of CED; 2003-2004 CED PeopleSoft Database.)

Indicator 9: Student Satisfaction

Percent of Students Responding Favorably: Student Satisfaction Survey			
Topic	2002	2003	2004
Admissions*	85	89	84
Counseling/Advising*	69	81	72
Financial Aid*	57	72	73
Instruction*	83	90	90
Library*	80	80	76
Computer Lab*	62	70	63
Writing Center/Math Lab	33	49	46
Book Store*	68	82	69
Business Office	79	78	82
Cafeteria*	44	50	46
Parking	67	75	49

Percent of Students Responding Favorably: Fall Exiting Survey			
	2001	2002	2003
Admissions	90+	93	98
Library	NA	76	96
Quality of curriculum in providing job related skills and knowledge	NA	93	95
Would recommend this college to another student	73	93	96

Measurement: Student Satisfaction Survey offered to all students each spring semester. (* Denotes average of multiple questions)

Outcome: The Student Satisfaction Survey reveals that the highest approval category for current students is instruction. The three lowest ranking categories are: writing center, cafeteria, and parking. Exiting Student Survey results indicate that graduating students have an overall positive perception of Somerset Community College, with all areas receiving a 90+ approval rating.

Indicator 10: Faculty and Staff Satisfaction
Results of Campus Climate Survey: Percent of Faculty and Staff Who Strongly Agree or Agree with Statement

Topic	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Academic Direction	47	58	56	90
Faculty Workload	NA	43	49	63
Decision Making Process	50	57	53	68
Morale	NA	52	44	76*

Measurement: The Office of Institutional Effectiveness administers the Campus Climate Survey each fall and spring semester. The survey is open to all full and part-time faculty and staff. *Denotes average of multiple questions.

Outcomes: All areas increased from Fall 2003 to Fall 2004. Morale has the greatest increase, 73%. Morale is measured as an average of nine questions as opposed to being the result of a single question as it was on the Fall 2002 and Fall 2003 surveys. Of the nine questions relating to morale, the only area that declined in positive responses was teamwork. Supervisor-related questions followed a pattern of favorable responses in the 80-89 range. Of the two communication-related questions, the “extent to which information is shared between division/departments of the college” received the lowest favorable rating, 63.7%. Whereas interdivision/ interdepartmental communication is 82.2%. The highest rated statement is “My division is productive and efficient”, 91.8%.

Indicator 11: Available Resources
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**Summary of Private Gifts Received
July 1, 2000 to June 30, 2004**

2000-2001	2001-2002	2002-2003	2003-2004
\$998,264	\$219,765	\$233,390	\$306,167

Definition: Use of available resources in light of strategic plan goals and priorities.

Measurement: Private fund-raising

Outcomes: 2000-2001 represents an exceptional year. For 2003-2004, private gifts to the college increased 31.2% from the previous fiscal year.

