

AGENDA ITEM C2: ECONOMIC DEVELOPMENT
BOARD RULE 400.0400.00
COMPLETION RATES
BOARD OF TRUSTEES MEETING: AUGUST 25, 2011

Completion rates in training programs and course offerings are monitored through the Workforce Development and Community Education Department and serve as one aspect of assessing the effectiveness of educational trainings and programs. The completion rate during the 2010/2011 academic year was 100% for noncredit courses and 84% for credit courses. This was an increase over last year of 11% for noncredit (AY 2010 = 89%) with a slight decrease (1%) for credit courses (AY 2010 = 85%). This report examines overall completion rates and the distribution of completion rates in credit and non-credit courses offered by the College during the 2010/2011 academic year. In addition, the report evaluates progress made during the year toward meeting targets for improvement that were set in August 2010 for the Workforce Development and Community Education Department.

Data

Completions in training programs and courses offered through the College during the 2010/2011 academic year are divided into two categories: credit and non-credit. Overall data represent 1,987 enrollments; 524 enrollments (26.4 %) for credit and 1,463 enrollments (73.6 %) for non-credit courses and training sessions. The data in Table 1, *Completion rate comparison by credit type, 2009/2010 and 2010/2011 academic years*, displays counts of completions for each of two academic years and compares completion rates between the two years. Assigned grades were used to determine which students had completed courses and then to calculate completion counts and rates. Thus, if grades were missing from the data, those enrollments were not included in the counts or figured into the completion rates.

Table 1, *Completion rate comparison by credit type, 2009/2010 and 2010/2011 academic years*

		Annual Enrollment		Completion Rate	
		2009 - 2010	2010 - 2011	2009 - 2010	2010 - 2011
Credit	Completion	303	439	85%	84%
	Non-completion	55	85	15%	16%
Non-credit	Completion	920	1,463	89%	100%
	Non-completion	108	0	11%	0

Analysis

Based upon a combined total of completions in both credit and non-credit classes and trainings offered by the Workforce Development and Community Education department during the 2010/2011 academic year, the data reveal that the overall completion rate was 96%. That is an overall increase of 8% in comparison with the prior year (AY 2010 = 88%). The overall completion rate represents cumulative data for one academic year across all training course offerings.

Training areas where faculty and staff focused on increasing completion rates during the year were in the for-credit programs of Emergency Medical Services (EMS) and fire safety. Students completing these programs and subsequently testing for certification are small in number; thus percentages can change noticeably for these programs with inclusion and/or exclusion of single students. Certification pass rates for EMS and fire safety programs were pulled out and examined by program for annual academic program review; certification pass rates were reported in March. In addition to the EMS and fire safety programs, Mining and the State Tested Nurse (STNA) programs had high completion rates. The pass rate in Mining for the 80-hour course remained at 93%, the same as last year's completion rate. During the same time period, pass rates in the 40-hour course increased from 77% to 93%. The STNA program had a completion rate of 91% which was an increase of 14% over last year (AY 10 = 77%). Of those STNA students who took the state test, there was a 90% pass rate on the first try and 100% pass rate on the second try.

Conclusions/Recommendations

Progress has been made in increasing the completion rates across all areas of the Workforce Development and Community Education Department. Analysis of the data points to three likely reasons for these increases:

1. Course mechanisms have been embedded to prepare students for state tests. Extra effort was invested by the coordinators and instructors to ensure that students practiced their skills under authentic testing conditions.
2. Improvements have been made in data collection and in data accuracy.
3. Registration/payment requirements and cancellation policy have been implemented; those who register for courses are committed financially to taking and completing the course.

Targets for Improvement

A quarterly self-audit has been essential to achieving the three targets for improvement identified for the 2010 academic year. Data entry and accuracy have been improved. Currently, 100% of classes have been entered into the administrative information system. The quarterly audit will continue throughout the current academic year.

Targets for improvement from August 26, 2010 Completion Rate Report were:

1. Strengthening data entry and monitoring processes to provide more robust counts of completion rates across all training and classes offered through the Workforce Development and Community Education Department.
2. 100 percent of class data entered into the administrative information system by June 2011.
3. Full implementation of the Jenzabar Workforce Development and Community Education module will assist with goal attainment.

During the 2011/2012 academic year, improvement strategies will focus on the following:

1. Implementing a more systematic approach to marketing the for-credit programs by working with Marketing Department to develop a marketing plan as well as increasing our electronic distribution lists.

2. Reaching out to those local employers to ensure our graduates complete our programs with an increased skill set by setting up an advisory board for at least one of our credit programs.
3. Increasing data accuracy by continuing data monitoring through quarterly audits.