



Important Statistical Data

January 2020

RETENTION AND COMPLETION RATES

Percentage of full-time students who complete our program and transfer to a 4-year college or University. The transfer-out rate is based on 3 years of attendance that equates to 150% of our program and is calculated by taking the number of transfer-out students divided by the number of students who began the program at the same time. Baseline: 42.25% for the cohort beginning in fall 2015.

Retention – Fall to Fall for all full-time students.

- 2019-2020 Retention Rates: 80%
- 2018-2019 Retention Rates: 85%
- 2017-2018 Retention Rates: 65%
- 2016-2017 Retention Rates: 76%
- 2015-2016 Retention Rates: 59%
- 2014-2015 Retention Rate: 42.25%

Composite Full Time Retention Rates: 75.8%

Number of students who receive alternate credit. Baselines not identified.

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|---|---|
| • Prior Learning Assessment. | 0 |
| • College Level Examination Program, CLEP | 3 |
| • Advanced Placement, AP | 3 |
| • Proficiency exam | 0 |
| • Military Service | 0 |

Number of active partnerships with four-year institutions. Baseline identified in FY16:

- Articulation agreements (7): Eastern Washington University, Northwest University, Northwest Nazarene University, Corban University, Heritage University, Lewis & Clark State College, Eastern Oregon University. These formal agreements allow our graduates to directly transfer into the receiving institutions at Junior status.
- One new articulation agreement in exploration process

STUDENT COURSE EVALUATIONS AND STUDENT SATISFACTION SURVEYS

Once here, students have a very positive attitude toward G4H. The challenge is to convey that positive attitude to potential students, the high schools, parents and the community.

More than 75 percent commented positively upon both faculty and course content, indicating they feel they are getting a good quality education. A typical and repeated comment is to the effect that “my instructors actually care about me!”

Of particular and perhaps unexpected significance is the clearly positive reaction from students who are asked to participate in focus groups. Students appear very impressed that the College is seeking their input and is interested in their views.

The most significant negative is the lack of student awareness regarding requirements for transferring to a four-year institution.

End of Semester Course Evaluations: We now have four and one-half years of course evaluations broken down by semester.

Overall, the student course and instructor evaluations have presented a highly positive student view of the courses offered and the instructors teaching them. The percentage of students rating their courses and instructors as very good to excellent over the past nine semesters is 75.82%. For the Fall 2019 semester it is 84.0%.

Semester	Excellent %	Very Good %	Good %	Fair %	Poor %
Fall 2015	31.10%	30.40%	27%	3.50%	0%
Spring 2016	57.50%	28.30%	13.30%	0.90%	0%
Fall 2016	44.70%	28.20%	18.40%	7.80%	1%
Spring 2017	43%	20.40%	22.60%	12.90%	1.10%
Fall 2017	48.70%	35.00%	14.50%	0.90%	0.90%
Spring 2018	47.50%	29.70%	14.90%	5.00%	3%
Fall 2018	53.30%	30.00%	11.37%	2.80%	2%
Spring 2019	53.10%	17.50%	23.10%	4.20%	2.10%
Fall 2019	58.30%	25.70%	10.20%	3.20%	2.70%
Averages	48.58%	27.24%	15.60%	4.58%	2.41%

Anomalies: It is not known why the fair/poor category spiked at 14% in the spring of 2017.

Daily Average Attendance: 87.8 percent

Grade Point Average by Academic Year (2015- Spring 2018) and Semester (Fall 2018-Fall 2019)

2015-2016	= 2.674
2016-2017	= 2.6
2017-2018	= 2.519
Fall 2018	= 2.615
Spring 2019	= 2.814
Fall 2019	= 2.857

Percentage of graduates accepted by a four-year college or university = 91%
Declared majors include Pre-Med, Pre-Law, Teacher Education, Business, International Relations, Organizational Development, Organizational Psychology, Graphic Design.

- Percentage of graduating students who applied to a four-year institution: 91%
- Percentage of applicants accepted: 100%

Students by Race

Fall 2019	2019-2020 Academic Year
Hispanic	23
Two or more races	1
White	20
Unknown	1