Core Theme Sub-objectives, Metrics and Thresholds

Core Theme: Student Success

Definition: At Oregon Coast Community College, we equip students for success in college and in life by providing exemplary teaching, student development programs and support services. Students receive customized and relevant advising and enriched supports to maximize completion and success. In response to the diverse needs and histories of our community we are institutionalizing a philosophy of student success and strengthening the College's policies, processes, and business practices to facilitate access and completion.

Over-arching objective: OCCC will improve post-secondary educational attainment across Lincoln County and close achievement gaps for underserved populations in our community.

Draft Sub-objectives	*Draft* Indicators of achievement	Method and Rationale
1. Students transition successfully into OCCC	Indicator 1.1: Fall to Winter retention Threshold 1.1: ≥75% Indicator 1.2: % of credits successfully completed in 1st Fall term Threshold 1.2: ≥75% Indicator 1.3: First-term G.P.A. Threshold 1.3: ≥75% exceed 2.0 GPA	Applied to all students attempting 6 or more credits and is a significant leading indicator of student success. Disaggregated by race/ethnicity, socioeconomic status (Pell vs. non-Pell), age (traditional vs. non-traditional) and geography).
2. Students feel welcomed, included, engaged and supported	Indicator 2.1: New Students: SENSE measures: Student ratings on SENSE for questions associated with inclusion and engagement Threshold 2.1: On CCSSE, score at or above the Carnegie Classification comparison group (small colleges) for those responses related to early connections, engaged learning, and academic and social support networks Indicator 2.2: New and Returning Students: SENSE and CCSSE measures related to quality and satisfaction with student support services Threshold 2.2: 80% of respondents rate themselves satisfied or very satisfied with student support services or rated those services helpful or very helpful Indicator 2.3: Student attendance in the first three weeks of term Threshold 2.3: ≥ 80%	Early student experiences impact persistence and serve as meaningful leading indicators for persistence and completion. Assessed by key student engagement measures in SENSE (first term) and CCSSE (continuing), and via student attendance as a proxy for engagement.
3. Students receive pro-active intervention	Indicator 3.1: Early alerts issued on students are followed up with by an advisor within 2 days. Threshold 3.1: 95% of early alerts are followed up w/in 2 days	Early alerts allow faculty and advisors the opportunity to identify students who struggle and get back on track through intrusive advising and referral to student support services.

Draft Sub-objectives	*Draft* Indicators of achievement	Method and Rationale
4. Students complete standard pre-requisites of reading, writing and math for GE courses	Indicator 4.1: Students complete or place above the universal prerequisites of MTH 020 (Basic Math), RD 115 (College Reading), and WR 115 (Introduction to Expository Writing) within first two terms. Threshold 4.1: TBD% of students complete/place beyond prerequisites within first two terms.	Meaningful leading indicator for retention and completion. Disaggregated.
5. Transfer students complete College-level writing and math requirement for their degree.	Indicator 5.1: % of AAOT & ASOT-B students completing WR 121 and MTH 105/111 w/in 1st year. Threshold 5.1a: 31% completes WR 121 w/in 1st year Threshold 5.1b: 20% completes MTH 105/111 w/in 1st year	Meaningful leading indicator for retention and completion. Disaggregated.
6. Students progress/persist toward their educational goals.	Indicator 6.1: % of attempted credits successfully completed during first year Threshold 6.1: 75% Indicator 6.2: % completing 15+ credits in first year Threshold 6.2: 68% Indicator 6.3: Fall to Fall persistence (less completers) Threshold 6.3: TBD%	Meaningful leading indicators for retention and completion. Disaggregated.
7. Students experience academic success (completion or transfer) within 3 years	Indicator 7.1: 3-yr (150% to degree) Attainment, Transfer data Threshold 7.1: Meet or exceed average of peer institutions Indicator 7.2: 6-yr Persistence, Attainment, Transfer data Threshold 7.2: Meet or exceed average of peer institutions	Core lagging indicator of student success. Disaggregated.

Core Theme Sub-objectives, Metrics and Thresholds

Core Theme: Educational Pathways

Definition: At Oregon Coast Community College, we assess the needs of individuals and employers, and respond by designing pathways and partnerships that address community and regional priorities. We create bridges into our pathways from high school, adult education, non-credit, and other feeders. Educational Pathways are accessible through place and modality and facilitate transitions to transfer or employment. We strengthen the economy and workforce through our business development, career technical and transfer programs. By narrowing achievement gaps in post-secondary education and raising post-secondary educational attainment, we advance the economic and civic vitality of Lincoln County and beyond.

Over-arching objective: OCCC will offer rigorous and engaging academic programs and educational options comprised of clear pathways to transfer, employment and self-development that enrich individual lives and promote the economic and civic vitality of Lincoln County and beyond.

Recommended Sub-objectives	*Recommended* Indicators of achievement	Method and Rationale
1. OCCC educational pathways are accessible	Indicator 1.1 Total FTE Threshold 1.1 College FTE meets or exceeds budget FTE. Indicator 1.2 Distribution of Credit Students Threshold 1.2. Reflects the diversity of the community Indicator 1.3 Distribution of Non-Credit Students Threshold 1.3 Reflects the diversity of the community Indicator 1.4 Distribution of Dual Credit Students Threshold 1.4 Reflects the diversity of the community Indicator 1.5 Distribution of Students w/GED vs HS Diploma Threshold 1.5 Reflects the diversity of the community Indicator 1.6 Number of Courses offered online Threshold 1.6 Increase the number of unique courses offered online by 5% compared to the prior year offerings of online courses	Ensuring access to educational opportunities is fundamental to fulfilling the college's mission. OCCC creates bridges into our educational pathways from high school, adult education, non-credit, and other feeders. Access to Educational Pathways is primarily measured through enrollment data, and enrollment data will be disaggregated for race/ethnicity, socioeconomic status (Pell vs. non-Pell), age (traditional vs. non-traditional) and geography.
2. Students graduating from Lincoln County high schools enroll at OCCC.	Indicator 2.1: % of Lincoln County students coming to OCCC within 16 months of HS graduation Threshold 2.1: 22% or greater of area HS grads attend OCCC	The proportion of graduates from Lincoln County School District high schools that attends OCCC demonstrates a strong working relationship between high schools and the college and "paved pathways" for high school students. Assessed via data sharing agreement with LCSD. Disaggregated.
3. Students transitioning from ESOL/GED enroll in credit classes at OCCC	Indicator 3.1: GED passers enroll at OCCC w/in 6 mo. Threshold 3.1: 10% Indicator 3.2: % of ESOL students enrolling in GED or credit classes Threshold 3.2: 5%	The proportion of ESOL/GED students who subsequently enroll in credit classes at OCCC demonstrates strong processes leading to "paved pathways" for adult basic skills students. Disaggregated.

Recommended Sub-objectives	Recommended Indicators of achievement	Method and Rationale
4. Graduates attain General Education/ Comprehensive	<u>Indicator</u> 4.1: Student artifacts meet benchmark of "2" on rubrics for CILOs <u>Threshold</u> 4.1: 70% of students (with >65 credits) score "2" or higher	CILOs are measured using modified AAC&U LEAP VALUE rubrics. Faculty on the Assessment Task Force determined a "2" was an appropriate score for students completing an Associate's Degree.
5. Graduates meet industry standards by demonstrated mastery of technical skills and program learning outcomes	<u>Indicator</u> 5.1: In program assessment of technical skills and program learning outcomes. <u>Threshold</u> 5.1a: Technical Skills Attainment (TSA) "meets benchmark" - Maintain a rate of above 80% of programs with >80% of students meeting program defined benchmarks. <u>Threshold</u> 5.1b: For CTE outcomes not included in TSAs: Under development, to be based on annual Summary Data Reports.	Indicates the extent to which programs are aligned with industry expectations. Assessed via completion of industry exams (e.g., NCLEX) or in-program technical skills assessment (TSAs) by cohorts. CTE programs also report annually on the assessment of PLOs not covered by TSAs.
6. Programs use the results of assessment to improve teaching and learning	<u>Indicator</u> 6.1: Academic programs report changes made to instruction based on assessment of student learning outcomes <u>Threshold</u> 6.1: 80% of Program Reviews report Assessment Based Change	Academic programs make Assessment-Based Changes to Teaching and Learning that are based on assessment of student learning outcomes (at any level) that are documented in annual assessment report.
7. Graduates of CTE programs will be employed in their field of study	<u>Indicator</u> 7.1: Employment rates of CTE graduates six months after program completion. <u>Threshold</u> 7.1: 84% of CTE graduates report employment in their field of study at six months.	Employment of CTE graduates is an indicator the college has prepared students to address local workforce needs and a proxy indicator to the extent that programs align with regional employment demands.
8. Graduates of transfer programs will be enrolled in 4-year institutions	<u>Indicator</u> 8.1: Enrollment of graduates from transfer programs at 4-year institutions, based on National Student Clearinghouse Research Center. <u>Threshold</u> 8.1: TBD (Baseline data is not yet available)	Transfer rates as proxy for quality and design of transfer paths.
9. Educational pathways and stackable credentials lead to living wage jobs	<u>Indicator</u> 9.1: Program review metrics using county-level occupational wage data compared against the M.I.T. Living Wage Calculator. <u>Threshold</u> 9.1: 100% of degree and certificate programs exceed (or serve as component on a career pathway that exceeds) the Lincoln County Living Wage.	The quality and relevancy of pathways/programs is directly related to a graduate's ability to find employment that leads to a living wage or be promoted within the graduate's current job.
10. Pathways and programs respond to the changing needs of industry and regional employers.	<u>Indicator</u> 10.1: Program review process includes the application of the CTE rubric to new and existing programs <u>Threshold</u> 10.1: 80% of OCCC CTE credit and non-credit Programs are included in the top 30 in-demand, sub-baccalaureate occupations in the region	Comparing proposed and existing credit and non-credit offerings to regional labor market demand ensures the college is responsive to regional workforce needs.
11. Small Business Development Center Economic Impact	<u>Indicator</u> 11.1: Jobs Created & Jobs Retained <u>Threshold</u> 11.1: Exceed prior year <u>Indicator</u> 11.2: Capital Infusion <u>Threshold</u> 11.2: >$492,000/yr. <u>Indicator</u> 11.3: Long-Term Clients (5+ hours) <u>Threshold</u> 11.3: 40	These are standard measures for each SBDC in Oregon and are the best demonstration of economic impact of the SBDC.