

## Core Theme Indicator Score Card: Student Success

### Sub-objective 1: Students feel welcomed, included, engaged and supported

| Indicator  | AY 2015-16 | AY 2016-17 | AY 2017-18 | AY 2018-19<br>Year 1   |
|--|------------|------------|------------|--|
| 1.1 New Students: Student ratings on SENSE for questions associated with inclusion and engagement.   |            |            |            | EC: 68% > 60%<br>EL: 60% > 53%<br>ASN: 60% > 53%                         |
| Mission Fulfillment:<br>Target: On SENSE, score at or above the Carnegie Classification Comparison group (Small Colleges) for those responses related to "Early Connections" (EC), "Engaged Learning" (EL), and "Academic and Social Support Networks" (ASN)<br>Needs Improvement: Score Below comparison group. | Historical | Historical | Target Set | Target Met   |
| 1.2 New and Returning Students: Student ratings on SENSE and CCSSE for questions associated with quality and satisfaction with student support services.   |            |            |            | Available June 2020  |
| Mission Fulfillment:<br>Target: ≥ 80% of respondents rate themselves satisfied or very satisfied with student support services or rated those services helpful or very helpful<br>Needs Improvement: < 80%   | Historical | Historical | Target Set | OCCC will join the other Oregon Colleges in delivering CCSSE Spring 2020 |
| 1.3 Student attendance in the first three weeks of term.   |            |            | 85%        | 94%  |
| Mission Fulfillment:<br>Target: ≥ 80%<br>Needs Improvement: < 80%  | Historical | Historical | Target Set | Target Met   |

### Sub-objective 3: Students receive pro-active intervention

| Indicator   | AY 2015-16 | AY 2016-17 | AY 2017-18 | AY 2018-19<br>Year 1 |
|---|------------|------------|------------|----------------------|
| 2.1 Early alerts issued on students are followed up with by an advisor within 2 days  |            |            |            | 100%                 |
| Mission Fulfillment:<br>Target: ≥ 95% of early alerts are followed up with by an advisor within 2 days.<br>Needs Improvement: < 95% follow-up | Historical | Historical | Target Set | Target Met           |

### Sub-objective 3: Students transition successfully into OCCC

| Indicator   | AY 2015-16       | AY 2016-17       | AY 2017-18       | AY 2018-19<br>Year 1 |
|---|------------------|------------------|------------------|----------------------|
| <b>3.1 Fall to Winter retention</b>   | 85%<br>(121/143) | 85%<br>(135/158) | 85%<br>(138/162) | 85%<br>(142/168)     |
| Mission Fulfillment:<br>Target: ≥ 85%<br>Needs Improvement: < 85%                                     | Historical       | Historical       | Target Set       | Target Met           |
| <b>3.2 Percentage of credits successfully completed in 1<sup>st</sup> Fall term</b>                   | 87%              | 90%              | 87%              | 87%                  |
| Mission Fulfillment:<br>Target: ≥ 85%<br>Needs Improvement: < 85%                                     | Historical       | Historical       | Target Set       | Target Met           |
| <b>3.3 First Term G.P.A.</b>  | 87%              | 92%              | 91%              | 85%                  |
| Mission Fulfillment:<br>Target: ≥ 85% exceed 2.0 G.P.A.<br>Needs Improvement: < 85% exceed 2.0 G.P.A. | Historical       | Historical       | Target Set       | Target Met           |

### Sub-objective 4: Students complete standard pre-requisites of reading, writing, and math for GE scores.

| Indicator   | AY 2015-16 | AY 2016-17 | AY 2017-18 | AY 2018-19<br>Year 1 |
|---|------------|------------|------------|----------------------|
| <b>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.</b> |            | 79%        | 90%        | 93%                  |
| Mission Fulfillment:<br>Target: ≥ 90%<br>Needs Improvement: < 90%   | Historical | Historical | Target Set | Target Met           |

### Sub-objective 5: Transfer students complete College-level writing and math requirement for their degree.

| Indicator  | AY 2015-16     | AY 2016-17     | AY 2017-18     | AY 2018-19<br>Year 1 |
|--|----------------|----------------|----------------|----------------------|
| <b>5.1 Percentage of transfer students completing gateway writing within first year.</b>                         | 31%<br>(25/81) | 45%<br>(41/92) | 43%<br>(43/99) | 43%<br>(41/95)       |
| Mission Fulfillment:<br>Target: ≥ 40% complete WR 121 w/in 1 <sup>st</sup> yr.<br>Needs Improvement: < 40%       | Historical     | Historical     | Target Set     | Target Met           |
| <b>5.2 Percentage of transfer students completing gateway math within first year.</b>                            | 23%<br>(19/81) | 33%<br>(30/92) | 26%<br>(26/99) | 22%<br>(21/95)       |
| Mission Fulfillment:<br>Target: ≥ 30% complete MTH 105/111 w/in 1 <sup>st</sup> yr.<br>Needs Improvement: < 30%. | Historical     | Historical     | Target Set     | Needs Improvement    |

**Sub-objective 6: Students progress/persist toward their educational goals.**

| Indicator   | AY 2015-16      | AY 2016-17      | AY 2017-18      | AY 2018-19 Year 1                            |
|---|-----------------|-----------------|-----------------|--|
| <b>6.1 Percentage of attempted credits successfully completed in first year</b> | 90%             | 89%             | 86%             | 88%  |
| Mission Fulfillment:<br>Target: ≥ 88%<br>Needs Improvement: < 88%               | Historical      | Historical      | Target Set      | Target Met                                   |
| <b>6.2 Percentage of students completing 15+ credits in their first year</b>    | 79%             | 80%             | 78%             | 78%  |
| Mission Fulfillment:<br>Target: ≥ 79%<br>Needs Improvement: < 79%               | Historical      | Historical      | Target Set      | Needs Improvement                            |
| <b>6.3 Fall to Fall persistence</b>   | 52%<br>(75/143) | 48%<br>(82/158) | 46%<br>(75/162) | Available<br>October 2019                    |
| Mission Fulfillment:<br>Target: ≥ 49%.<br>Needs Improvement: < 49%              | Historical      | Historical      | Target Set      | Currently<br>conducting Fall<br>Registration |

**Sub-objective 7: Students experience academic success (completion or transfer).**

| Indicator  | AY 2015-16 | AY 2016-17 | AY 2017-18 | AY 2018-19 Year 1 |
|--|------------|------------|------------|-------------------|
| <b>7.1 Percentage of students successfully completing or transferring within 2 years</b>                                   |            |            | 48% > 36%  | 58% > 39%         |
| Mission Fulfillment:<br>Target: Meet or exceed average of peer institutions<br>Needs Improvement: Below peer institutions  | Historical | Historical | Target Set | Target Met        |
| <b>7.2 Percentage of students successfully completing or transferring within 6 years</b>                                   |            |            | 74% > 62%  | 64% > 62%         |
| Mission Fulfillment:<br>Target: Meet or exceed average of peer institutions<br>Needs Improvement: Below peer institutions. | Historical | Historical | Target Set | Target Met        |

**STUDENT SUCCESS INDICATORS MET**

| CORE THEME   | AY 2015-16                       | AY 2016-17                       | AY 2017-18                      | AY 2018-19  |
|--|----------------------------------|----------------------------------|---------------------------------|---|
| <b>Core theme 1: Student Success</b><br>Individual Indicators Meet Targets | 4 Core Themes<br>(no indicators) | 2 Core Themes<br>(no indicators) | 2 Core Themes<br>Indicators Set | Acceptable<br>Progress<br>85%<br>(11/13 indicators) |

## Core Theme Indicator Score Card: Educational Pathways

### Sub-objective 1: OCCC Educational Pathways are accessible

| Indicator  | AY 2015-16               | AY 2016-17               | AY 2017-18               | AY 2018-19<br>Year 1     |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>1.1 Total FTE</b>   | 464.44 ≤<br>465          | 457.12 ≤<br>482          | 473.67 ≤<br>475          | 462 ≥<br>460             |
| Achievement Threshold:<br>Target: College FTE meets or exceeds budget FTE<br>Needs Improvement: below budget FTE | <b>Needs Improvement</b> | <b>Needs Improvement</b> | <b>Needs Improvement</b> | Target Met               |
| <b>1.2 Distribution of Credit Students</b><br>% Minority Credit Students v. % Minority Community                 | 22%                      | 27%                      | 26%                      | 29% > 18%                |
| Mission Fulfillment:<br>Target: Reflects the diversity of the community<br>Needs Improvement: ≥ 7% difference    | Historical               | Historical               | Target Set               | Target Met               |
| <b>1.3 Distribution of Non-Credit Students</b><br>% Minority Non-Credit v. % Minority Community                  | 4%                       | 7%                       | 6%                       | 3% < 18%                 |
| Mission Fulfillment:<br>Target: Reflects the diversity of the community<br>Needs Improvement: ≥ 7% difference    | Historical               | Historical               | Target Set               | <b>Needs Improvement</b> |
| <b>1.4 Distribution of Dual Credit Students</b><br>% Minority Dual Credit Students v. % Minority Community       | 25%                      | 33%                      | 39%                      | 36% > 18%<br>Exceeds     |
| Mission Fulfillment:<br>Target: Reflects the diversity of the community<br>Needs Improvement: ≥ 7% difference    | Historical               | Historical               | Target Set               | Target Met               |
| <b>1.5 Distribution of Students w/GED vs. HS Diploma</b>   | 16%                      | 13%                      | 12%                      | 14% > 12%<br>Exceeds     |
| Mission Fulfillment:<br>Target: Reflects the diversity of the community<br>Needs Improvement: ≥ 7% difference    | Historical               | Historical               | Target Set               | Target Met               |
| <b>1.6 Number of Course sections offered online</b>  | 39                       | 46                       | 64                       | 72<br>>5% growth         |
| Mission Fulfillment:<br>Target: ≤ 5% growth over prior year<br>Needs Improvement: < 5% difference                | Historical               | Historical               | Target Set               | Target Met               |

### Sub-objective 2: Students graduating from Lincoln County high schools enroll at OCCC.

| Indicator   | AY 2015-16     | AY 2016-17     | AY 2017-18      | AY 2018-19<br>Year 1 |
|---|----------------|----------------|-----------------|----------------------|
| <b>2.1 Percentage of Lincoln County students coming to OCCC within 6 months of HS graduation.</b> | 8%<br>(25/320) | 9%<br>(28/348) | 12%<br>(41/374) | 17%<br>(65/369)      |
| Mission Fulfillment:<br>Target: ≥ 15% of area HS grads attend OCCC<br>Needs Improvement: < 15%    | Historical     | Historical     | Target Set      | Target Met           |

### Sub-objective 3: Students transitioning from GED/ESOL enroll in credit classes at OCCC.

| Indicator  | AY 2015-16    | AY 2016-17    | AY 2017-18    | AY 2018-19<br>Year 1 |
|--|---------------|---------------|---------------|----------------------|
| <b>3.1 Percentage of GED students at OCCC who pass the exam and subsequently enroll in credit classes within 6 months.</b> | 29%<br>(4/14) | 12%<br>(2/17) | 17%<br>(3/18) | 14%<br>(3/22)        |
| Mission Fulfillment:<br>Target: ≥ 10% of GED grads attend OCCC<br>Needs Improvement: < 10%                                 | Historical    | Historical    | Target Set    | Target Met           |
| <b>3.2 Percentage of ESOL students enrolling in GED or credit classes within 6 months of last enrollment.</b>              | 2%<br>(1/59)  | 2%<br>(1/48)  | 2%<br>(1/66)  | 0%<br>(0/66)         |
| Mission Fulfillment:<br>Target: ≥ 5% of ESOL students attend OCCC<br>Needs Improvement: < 5%                               | Historical    | Historical    | Target Set    | Needs Improvement    |

### Sub-objective 4: Graduates attain General Education/Comprehensive Institutional Learning Outcomes (CILOs)

| Indicator   | AY 2015-16 | AY 2016-17 | AY 2017-18 | AY 2018-19<br>Year 1   |
|---|------------|------------|------------|------------------------|
| <b>4.1 Student artifacts meet benchmark of “3” on rubrics for CILOs.</b>                    |            |            |            | 2.8<br>(Communication) |
| Mission Fulfillment:<br>Target: ≥ 3.0 on benchmark<br>Needs Improvement: < 3.0 on benchmark |            |            | Target Set | Needs Improvement      |

### Sub-objective 5: Graduates of CTE programs meet industry standards by demonstrated mastery of technical skills and program learning outcomes.

| Indicator   | AY 2015-16   | AY 2016-17   | AY 2017-18   | AY 2018-19 Year<br>1  |
|---|--|--|--|---|
| <b>5.1 Assessment of technical skills.</b>  | EMT: 74% (11/15)<br>MA: 100% (9/9)<br>NUR: 95% (18/19) | EMT: 100% (NR*)<br>MA: 86% (6/7)<br>NUR: 93% (13/14) | AQS: 94% (16/17)<br>EMT: 100% (5/5)<br>MA: 91% (10/11)<br>NUR: 94% (17/18) | AQS: 94% (10/12)<br>EMT: 75% (NR*)<br>MA: 82% (14/17)<br>NUR: 94% (15/16) |
| Mission Fulfillment:<br>Target: Technical Skills Assessments (TSA) “meet benchmark” – maintain a rate of above 75% of programs with > 80% of students meeting program defined<br>Needs Improvement: < 80% of Programs |  |  | Target Set   | Target Met  |
| <b>5.2 Assessment of program learning outcomes.</b>   |  |  |  | Program Review  |
| Mission Fulfillment:<br>Target: Under-development. PLOs assessed in AY 2018-19. Review of PLOs by faculty and administration in Fall 2019 to set target.  |  |  |  | In Development  |

\* = Not Reported (per Oregon statewide Institutional Research agreement for small class sizes)

**Sub-objective 6: Programs use the results of assessment to improve teaching and learning.**

| Indicator  | AY 2015-16 | AY 2016-17 | AY 2017-18 | AY 2018-19<br>Year 1   |
|--|------------|------------|------------|--|
| <b>6.1 Academic programs report changes made to instruction based on assessment of student learning.</b>   |            |            |            | AQS: Yes<br>EMT: Yes<br>GED/ESOL: Yes<br>MTH: Yes<br>MA: Yes<br>NUR: Yes<br>SCI: Yes |
| Mission Fulfillment:<br>Target: ≥ 80% of Program Reviews report assessment based change<br>Needs Improvement: < 80% of programs report assessment based change |            |            | Target Set | Target Met   |

**Sub-objective 7: Graduates of CTE programs will be employed in their field of study.**

| Indicator  | 2014-15<br>Cohort  | 2015-16<br>Cohort   | 2016-17<br>Cohort  | 2017-18<br>Cohort   |
|--|--|---|--|---|
| <b>7.1 Employment rates of CTE graduates six months after program completion.</b>  | AQS: 89% (16/18)<br>CNA: 83% (5/6)<br>MA: 89% (8/9)<br>NUR: 88%<br>(15/17) | AQS: 100%<br>(15/15)<br>CNA: 75% (9/12)<br>MA: 89% (8/9)<br>NUR: 90%<br>(17/19) | AQS: 88% (15/17)<br>CNA: 83% (5/6)<br>MA: 100% (7/7)<br>NUR: 100%<br>(14/14) | AQS: Pending<br>CNA: 83% (5/6)<br>MA: 91%<br>(10/11)<br>NUR: 94%<br>(17/18) |
| Mission Fulfillment:<br>Target: ≥ 84% of CTE graduates report employment in their field of study at 6 mos.<br>Needs Improvement: < 84% | Historical   | Historical  | Target Set   | Target Met  |

**Indicator 8.1 Enrollment of graduates from transfer programs at 4-year institutions, based on National Student Clearinghouse Research Center**

| Indicator   | 2014-15<br>Cohort | 2015-16<br>Cohort | 2016-17<br>Cohort | 2017-18<br>Cohort                            |
|---|-------------------|-------------------|-------------------|--|
| <b>8.1 Enrollment of graduates from transfer programs at 4-year institutions, based on National Student Clearinghouse Research Center</b> | 23%               | 16%               | 12%               | Available<br>October 2019                    |
| Mission Fulfillment:<br>Target: ≥ 20%<br>Needs Improvement: <20%  | Historical        | Historical        | Target Set        | Currently<br>conducting Fall<br>Registration |

**Indicator 9.1 Program review metrics using county-level occupational wage data compared against the MIT Living Wage Calculator**

| Indicator   | AY 2015-16 | AY 2016-17 | AY 2017-18 | AY 2018-19<br>Year 1 |
|---|------------|------------|------------|----------------------|
| <b>9.1 Program review metrics using county-level occupational wage data compared against the M.I.T. Living Wage Calculator</b>  |            |            |            | 100%                 |
| Mission Fulfillment:<br>Target: 100% of degree and certificate programs exceed (or serve as a component on a career pathway that exceeds) the Lincoln County Living Wage. |            |            | Target Set | Target Met           |

**Sub-objective 10: Pathways and programs respond to the changing needs of industry and regional employers.**

| Indicator  | AY 2015-16 | AY 2016-17 | AY 2017-18 | AY 2018-19<br>Year 1 |
|--|------------|------------|------------|----------------------|
| <b>10.1 New and existing CTE programs are sustainable and in-demand</b>  |            |            |            |                      |
| Mission Fulfillment:<br>Target: ≥ 80% of OCCC CTE credit and non-credit programs are included in the top 30 in-demand, sub-baccalaureate programs in the region and conform to the new CTE rubric.<br>Needs Improvement: < 80% |            |            | Target Set | Target Met           |

**Sub-objective 11: Small Business Development Center impacts the local economy.**

| Indicator   | CY 2015    | CY 2016    | CY 2017    | CY 2018<br>Year 1 |
|---|------------|------------|------------|-------------------|
| <b>11.1 Jobs created and retained</b>   | 52 < 54    | 59 > 52    | 39 < 59    | 33 < 39           |
| Mission Fulfillment:<br>Target: Exceed prior year   | Historical | Historical | Target Set | Needs Improvement |
| <b>11.2 Capital infusion</b>  | \$993,000  | \$56,500   | \$124,950  | \$387,300         |
| Mission Fulfillment:<br>Target: ≥ \$492,000/yr  | Historical | Historical | Target Set | Needs Improvement |
| <b>11.3 Long-term clients (5+ hours)</b>  | 56         | 56         | 66         | 63                |
| Mission Fulfillment:<br>Target: ≥ 40 long-term clients/yr<br>Needs Improvement: < 40 long-term clients/yr | Historical | Historical | Target Set | Target Met        |

**EDUCATIONAL PATHWAYS INDICATORS MET**

| CORE THEME  | AY 2015-16                       | AY 2016-17                       | AY 2017-18                      | AY 2018-19  |
|---|----------------------------------|----------------------------------|---------------------------------|---|
| <b>Core theme 2: Educational Pathways</b><br>Individual Indicators Meet Targets | 4 Core Themes<br>(no indicators) | 2 Core Themes<br>(no indicators) | 2 Core Themes<br>Indicators Set | Acceptable<br>Progress<br>72%<br>(13/18 indicators) |