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 equitable outcomes.

Student Success Over-arching objective:

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

The Student Success core theme's over-arching objective is operationalized through the designation of five sub-objectives reflecting key milestones and momentum points in the lifecycle of a successful student. Sub-objectives were developed, after robust discussions within the College, based on high-impact practices recommended by student success-centered organizations including the Oregon Student Success Center (OSSC), Achieving the Dream (ATD), and the Center for Community College Student Engagement (CCCSE), and in consideration of factors unique to OCCC's student population. Indicators to measure achievement of each sub-objective were selected, after College-wide review, based on external best practices and expertise. Active support and ongoing input were provided by institutional research personnel to ensure consistency and validity of indicators for meaningful assessment.

The Student Success Core Theme Assessment Table (following page) provides indicators of achievement and corresponding achievement thresholds for each sub-objective, along with a brief rationale for the set of indicators, and methodology for the indicator if not self-evident. This framework places high value on the disaggregation of data within the various indicators, used during the evaluation process to identify potential inequities in access and to examine presence of achievement gaps within under-served populations. While disaggregated data is relied on during assessment and evaluation, the aggregated data is currently used for assessment of overall performance on an indicator.

Sub-objectives	Indicators of Achievement	Achievement Thresholds	Method and Rationale
1. Students feel welcomed, included, engaged and supported.	Indicator 1.1: New Students: Student ratings on SENSE for questions associated with inclusion and engagement.	Threshold 1.1: On SENSE, meet or exceed average of peer institutions for those responses related to "Early Connections", "Engaged Learning", and "Academic and Social Support Networks"	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).
	Indicator 1.2: Student ratings on SENSE and CCSSE for questions associated with quality and satisfaction with student support services.	Threshold 1.2: On SENSE and CCSSE, meet or exceed average of peer institutions for those responses related to student support services.	
2. Students transition successfully into OCCC.	Indicator 2.1: Fall to Winter retention.	Threshold 2.1: For Guided Pathways, meet or exceed average of peer institutions	Applied to all students in the Guided Pathways Cohort and is a significant leading indicator of student success. Disaggregated by race/ethnicity, socioeconomic status (Pell vs. non- Pell), gender, and geography.
	Indicator 2.2: % of students earning all D's, F's, or W's in First Term	Threshold 2.2: Year over year improvement.	
	Indicator 2.3: % of Fall cohort students who earned 9+ college credits in first term.	Threshold 2.3: For Guided Pathways, meet or exceed average of peer institutions.	
3. Students complete College level writing and math requirement in their first year.	Indicator 3.1: % of students completing gateway writing within first year	Threshold 5.1: For Guided Pathways, meet or exceed average of peer institutions for students completing WR 121 w/in 1st year.	Meaningful leading indicator for retention and completion. Disaggregated for review and evaluation, but not for indicator measurement.
	Indicator 3.2: % of students completing gateway math within first year	Threshold 5.2: For Guided Pathways, meet or exceed average of peer institutions for students completing MTH 105/111 w/in 1st year.	
4. Students progress/ persist toward their educational goals.	Indicator 4.1: % of students completing 36+ college level credits in first year	Threshold 6.2: For Guided Pathways, meet or exceed average of peer institutions.	Meaningful leading indicators indicative of pace and persistence for retention and completion. Disaggregated for review and evaluation, but not for indicator measurement.
	Indicator 4.2: Fall to Fall persistence (less completers)	Threshold 6.3: Pending	

5. Students experience academic success	Indicator 5.1: % of students successfully completing or transferring within 3 years	Threshold 7.1: For IPEDS, meet or exceed average of peer institutions.	Core lagging indicator of student success.

Educational Pathways Core Theme

The Educational Pathways Core Theme focuses on the suitability, accessibility and the efficacy of our programs. This core theme manifests, from the College mission, our commitment to student success though the delivery of relevant, sustainable, high-quality, accessible programs and services that promote the civic and economic well-being of our students and community. Evaluation of the Educational Pathways core theme measures the extent to which college programs and supporting services promote equitable outcomes through access to higher education; prepare students for success in life and careers; and ease transitions between internal and external education and career entry and exit points.

The Educational Pathways core theme and sub-objectives evaluate both student achievement of learning outcomes and of program goals to connect students with employment in living-wage jobs and/or transfer to a four-year college or university. Through continuous monitoring of relevant achievement measures, human and financial resources can be appropriately applied to ensure continuous improvement in the programs and services that advance mission fulfillment.

The Educational Pathways core theme is defined through its formal definition and over-arching objective, as follows:

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 credit pathways from high school – and other feeders – and facilitate transitions to transfer or employment. 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.

Educational Pathways Overarching objective:

OCCC will offer rigorous and engaging academic programs and educational options comprised of clear pathways to transfer and employment that enrich individual lives and promote the economic and civic vitality of Lincoln County and beyond.

The Educational Pathways over-arching objective is operationalized through seven sub-objectives reflecting key elements characteristic of effective educational programs, curriculum, and instruction. These sub-objectives emerged from a process involving robust discussions with external partners and within the College, consideration of best practices, and input from institutional research personnel.

The following Educational Pathways Core Theme Assessment Table provides indicators of achievement and corresponding achievement thresholds for each sub-objective, along with a brief rationale for the set of indicators, with methodology for the indicator if not self-evident. This framework places high value on the disaggregation of data within the various indicators, used during the evaluation process to identify potential inequities in access and to examine presence of achievement gaps within underserved populations. While disaggregated data is relied on during assessment and evaluation, the aggregated data is currently used for assessment of overall performance on an indicator.

Sub-objectives	Indicators of Achievement	Achievement Thresholds	Method and Rationale
1. OCCC educational pathways are accessible.	Indicator 1.1: Total FTE.	Threshold 1.1: College FTE meets or exceeds budget FTE.	Ensuring access to educational opportunities is fundamental to fulfilling the college's mission. OCCC creates bridges into our educational pathways from high school, 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), gender, and geography.
	Indicator 1.2: Distribution of Credit Students	Threshold 1.2: Reflects the diversity of the community	
	Indicator 1.3: Distribution of Dual Credit Students	Threshold 1.3: Reflects the diversity of the community	
2. Students graduating from Lincoln County high schools enroll at OCCC.	Indicator 2.1: % of Lincoln County students coming to OCCC within 6 months of HS graduation	Threshold 2.1: 20% or greater of area HS grads attend OCCC.	The proportion of graduates from LCSD 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. Graduates attain General Education/ Comprehensive Institutional Learning Outcomes (CILOs)	Indicator 3.1: Student artifacts meet benchmark of "3" on rubrics for CILOs	Threshold 3.1: 3.0 average on benchmark	CILOs are measured using modified AAC&U LEAP VALUE rubrics. Faculty on the Assessment Task Force determined a "3" was an appropriate score for students completing an Associate's Degree.
4. Graduates meet industry standards by demonstrated mastery of technical skills	Indicator 4.1: Assessment of technical skills	Threshold 4.1: > 80% of students achieve industry recognized credentials or meet Technical Skills Assessments	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. Disaggregated.
5. Programs use the results of assessment to improve teaching and learning	Indicator 5.1: Academic programs report changes made to instruction based on assessment of student learning	Threshold 5.1: 80% of Program Reviews report Assessment Based Change	Academic programs make Assessment-Based Changes to Teaching and Learning that close barriers to academic excellence through the assessment of

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	outcomes		student learning outcomes (at any level) and documented in annual program reviews.
6. Graduates of CTE programs will be employed in their field of study.	Indicator 6.1: Employment rates of CTE graduates six months after program completion.	Threshold 6.1: 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. Disaggregated
7. Graduates of transfer programs will be enrolled in 4-year institutions	Indicator 7.1: Enrollment of graduates from transfer programs at 4-year institutions, based on National Student Clearinghouse Research Center.	Threshold 7.1: TBD	Transfer rates as proxy for quality and design of transfer paths. Disaggregated