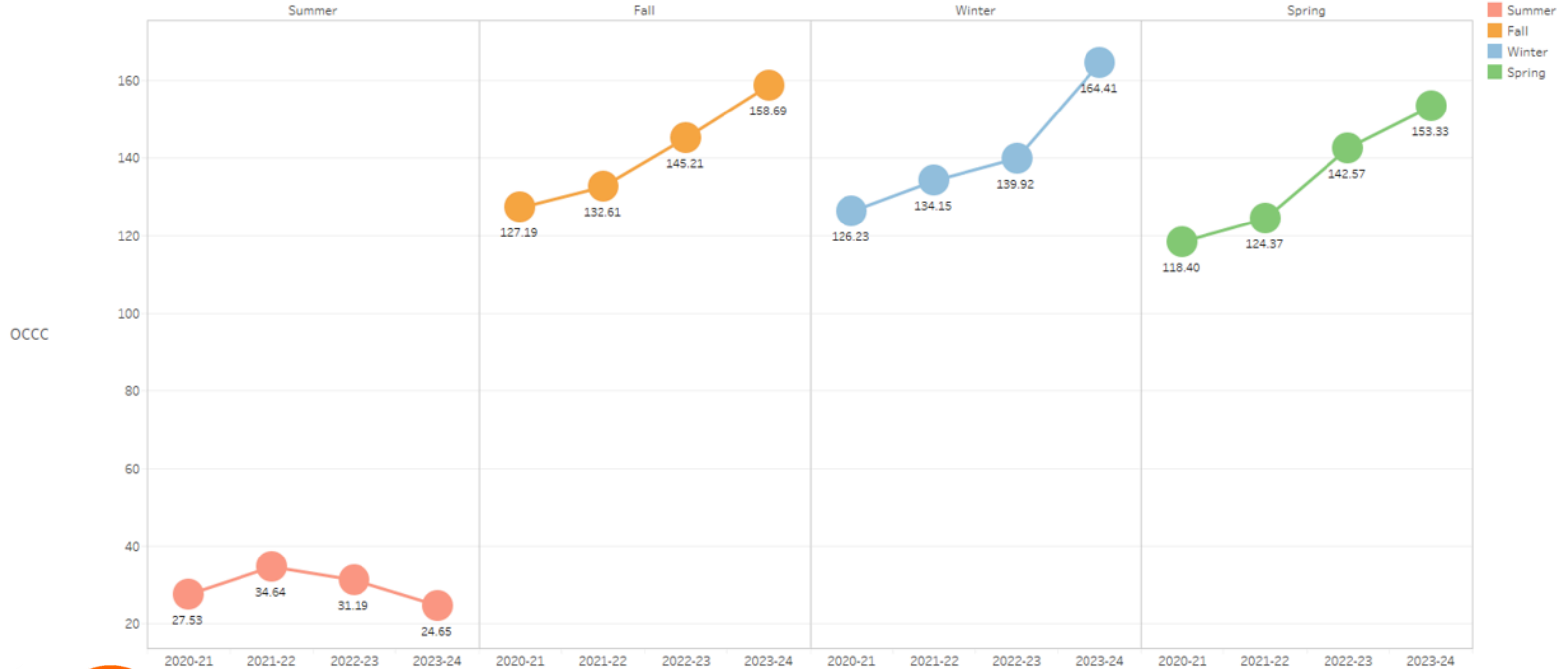# STUDENT SUCCESS METRICS

Annual Report to the Board of Education
October 16, 2024

Full-Time Equivalent Enrollment: Year to Year Comparisons by Term

FTE of registered students

Hover over any point to see a daily view for that academic year and term type.

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Higher Ed ⌄   Adult Programs ⌄   Birth to Grade 12 Education ⌄   Teaching & Admin ⌄   Grants & Programs ⌄

Raise the Bar: College Excellence and Equity

"Some of the most important innovations in higher education today are being driven by institutions that get little glory but that are narrowing gaps in access to college opportunity and accelerating their graduates' economic mobility ... I can think of no work more worthy of prestige than putting higher education within the reach of more Americans, and helping our students attain degrees that change their lives — just as mine did for me."

- U.S. Secretary of Education Miguel Cardona

From Sonny Ramaswamy, President
Northwest Commission on Colleges and Universities:

"Please join me in congratulating several of our member institutions that have been recognized by Secretary Miguel Cardona under the the **United Stated Department of Education's (USDE)** [**Raise the Bar**](...) **Postsecondary Success Recognition Program.**

100 predominantly associate's or certificate granting institutions includes these NWCCU Members:

Bates Technical College, Lake Washington Institute of Technology, North Seattle College, Walla Walla Community College, Yakima Valley College, Columbia Gorge Community College, Columbia Basin College, Ilisagvik College, **Oregon Coast Community College**, Pierce College District, Salish Kootenai College, Weber State University.

The Department identified these institutions using publicly available data to measure performance on key indicators related to equitable access, success, and post-college outcomes at public and non-profit institutions across the country. These metrics consider the extent to which institutions:

- Enroll low-income students and students of color in their state;
- Help those students graduate or transfer successfully; and
- Prepare them to enter the career of their choice and enjoy upward mobility, including recouping their costs and earning a premium over high school graduates in their state.

We wish these institutions our thanks for their efforts in support of students."

Context & Challenges for our Student Success Metrics System

- Data lags, considerably.
- Meaningful tracking examines cohorts over time, 3 years and beyond for "success."
- Prior to 2019-2020 our data "belonged" to the variety of contracting institutions. With independence and the migration from SharkNet to Anthology, we started from scratch in 2019 with no externally documented data history. Data generation with Anthology was not always smooth.
- All of our cohorts up until 2023 were impacted by the Pandemic.
- Oregon Community Colleges did not establish Data Sharing Agreements until 2022.
- Small numbers are susceptible to large year over year fluctuations and make disaggregation difficult.

Big Picture of Assessing Student Success at OCCC

We track **"the Big 4"** (along with a variety of more situation-specific data)

- Pace/Content: Gateway Courses (Math/Writing)
- Momentum/Pace (credits first term/credit first year)
- Staying Enrolled: Persistence (fall to winter/fall to fall retention)
- Achieving Success: Completion (graduation/transfer)

These metrics represent leading and lagging indicators in the lifecycle of the student and allow the College to make strategic investments of financial and human resources in order to improve overall student achievement and close equity gaps. While they do not capture every aspect of student success, these metrics are significant and meet the guidance provided by our NWCCU Peer Evaluators, which noted: **urgency for OCCC to identify which data sources are currently most available, reliable, and useful for assessing institutional effectiveness**, particularly if the college is to complete multiple assessment cycles prior to its next self-study.

We **benchmark** (compare and track) our metrics data with 7 similar (mission, small, rural serving) colleges:
- **Five Oregon Small College Group**: OCCC, Tillamook Bay, Clatsop, Columbia Gorge, Blue Mountain
- **Two National**: Dawson, Miles (Montana). An "aspirational benchmark."

We **disaggregate** our data, when sample size allows: Pell Status, Gender,Age, Race/Ethnicity, First Generation, Program

The Big 4 Data Measures

Benchmarking Capacity Newly Established via Oregon CC Data Sharing Agreements. 2022-2023 is the first year.

- **Pace/Content: Gateway Courses (Math/Writing*)**
- **Pace/Momentum (credits first term/credit first year)**
- **Staying Enrolled: Persistence (fall to winter/fall to fall retention)**
- **Achieving Success: Completion (graduation/transfer)**

*Completing Gateway Courses: expanding a pathway that does not require math/writing negatively impacts this data point…the smaller the college the larger the impact. When we account for our own (purposeful) institutional changes we are generally trending at or above what is happening with our peers in the state.

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Completing Gateway Courses

Students who complete math and writing early build a solid foundation and are more likely to succeed in future coursework.

Math — 11% — Overall
Writing — 23% — Overall

Reaching Momentum and Milestone Points

Students who accumulate a large amount of credits quickly are more likely to persist to future terms.

12 Credits in the First Term — 24% — Overall
30 Credits in the First Year — 19% — Overall

Staying Enrolled

Students who return to college after term gaps are more likely to remain until graduation.

Fall to Winter — 58% — Overall
Fall to Fall — 36% — Overall

Achieving Success

Students who graduate or transfer to a university have achieved educational success.

Graduate — 23% — Overall
Transfer — 17% — Overall

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*Click the **X** above to close this menu.*

Select a demographic to view

Overall ▾

Hover over any bar for more information as well as a trend over time chart.

These metrics are similar to what national groups (such as Achieving the Dream, the AACC Pathways Project, the Voluntary Framework of Accountability, etc.) use to determine how well an educational institution is serving its students.

Data like these--that track students over long periods of time--typically use cohorts. A cohort is a group of students with similar goals and characteristics. For this analysis, each cohort consists of degree-seeking students who began at *Oregon Coast Community College* for the first time in the fall term of the given year.

The color of the bars refers to whether or not *Oregon Coast Community College* was above or below the average of its comparison group for that metric and demographic group (red is below, green is above; the white gauge line represents the comparison group's average).

-15% ▬▬▬▬▬ 15%

For *Oregon Coast Community College*, the comparison group includes:

- Blue Mountain Community College
- Clatsop Community College
- Columbia Gorge Community College
- Oregon Coast Community College
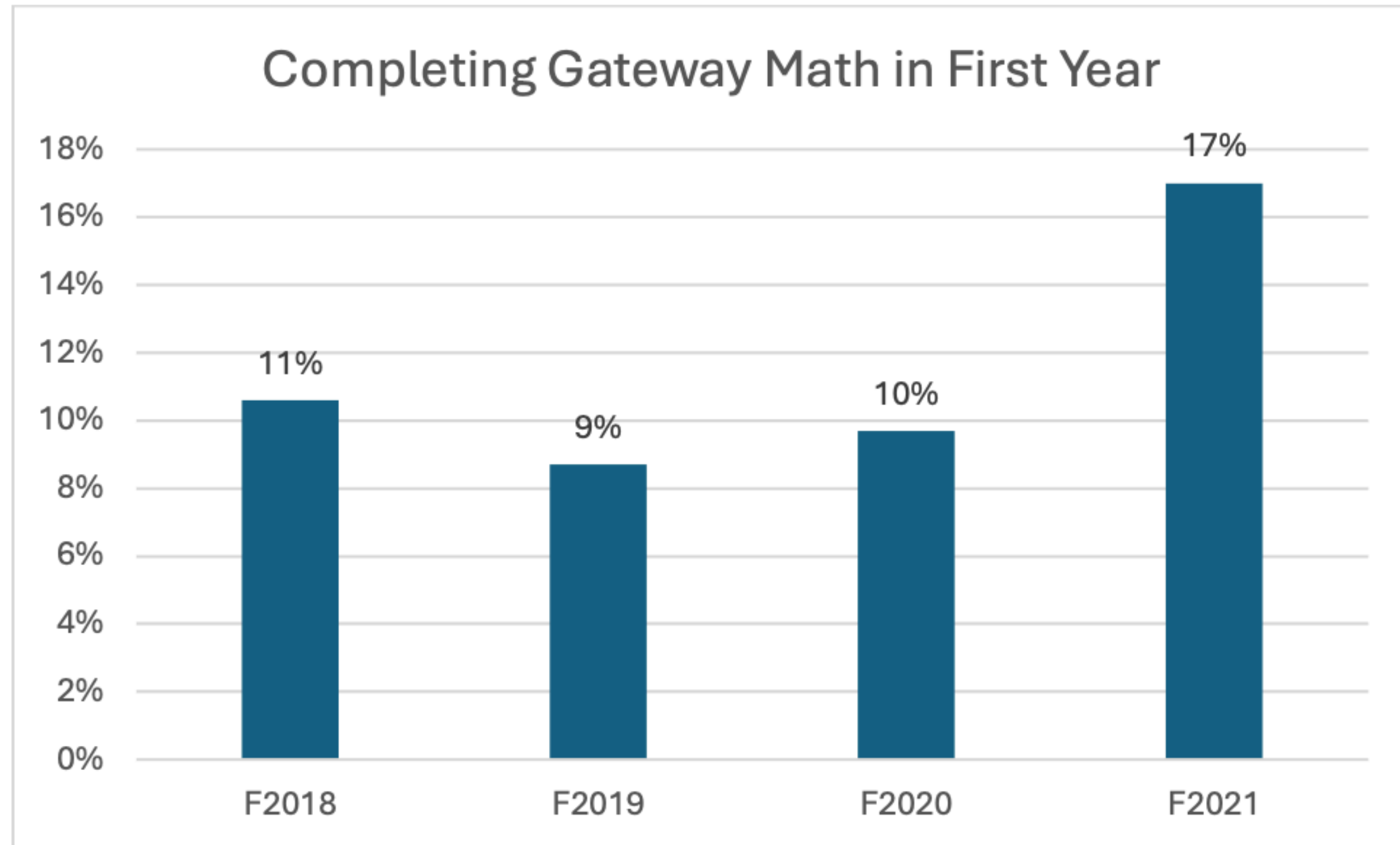- Tillamook Bay Community College

Note: Data sharing between institutions within the state of Oregon only began in **2022**, utilizing an agreed upon shared set of metrics from the Guided Pathways Framework. As such, the comparison of overall and disaggregated data amongst colleges is limited to 2022, though OCCC and the other Oregon Institutions are in the process of a 2nd year of data collection, which will be updated in the chart above as it becomes available.
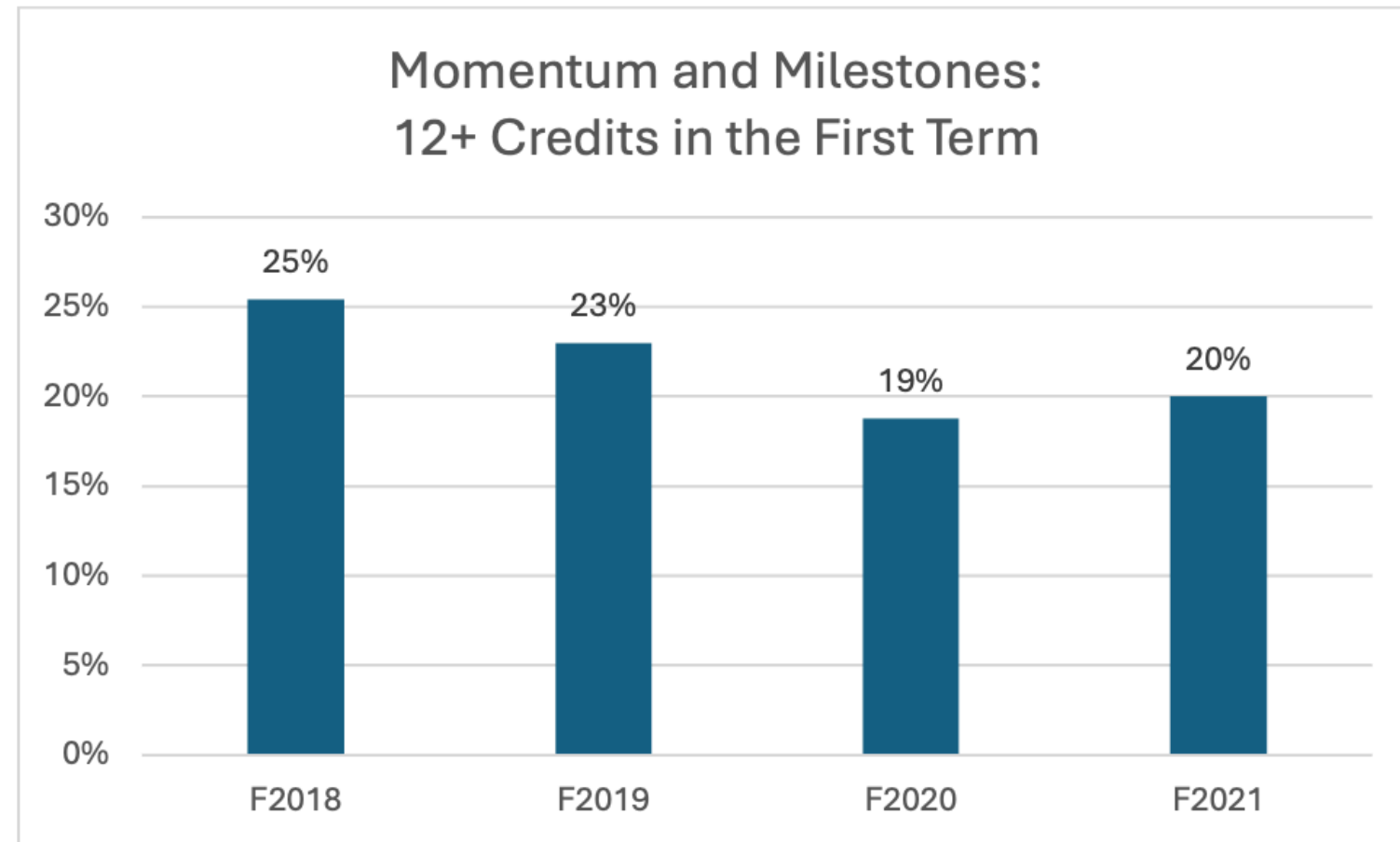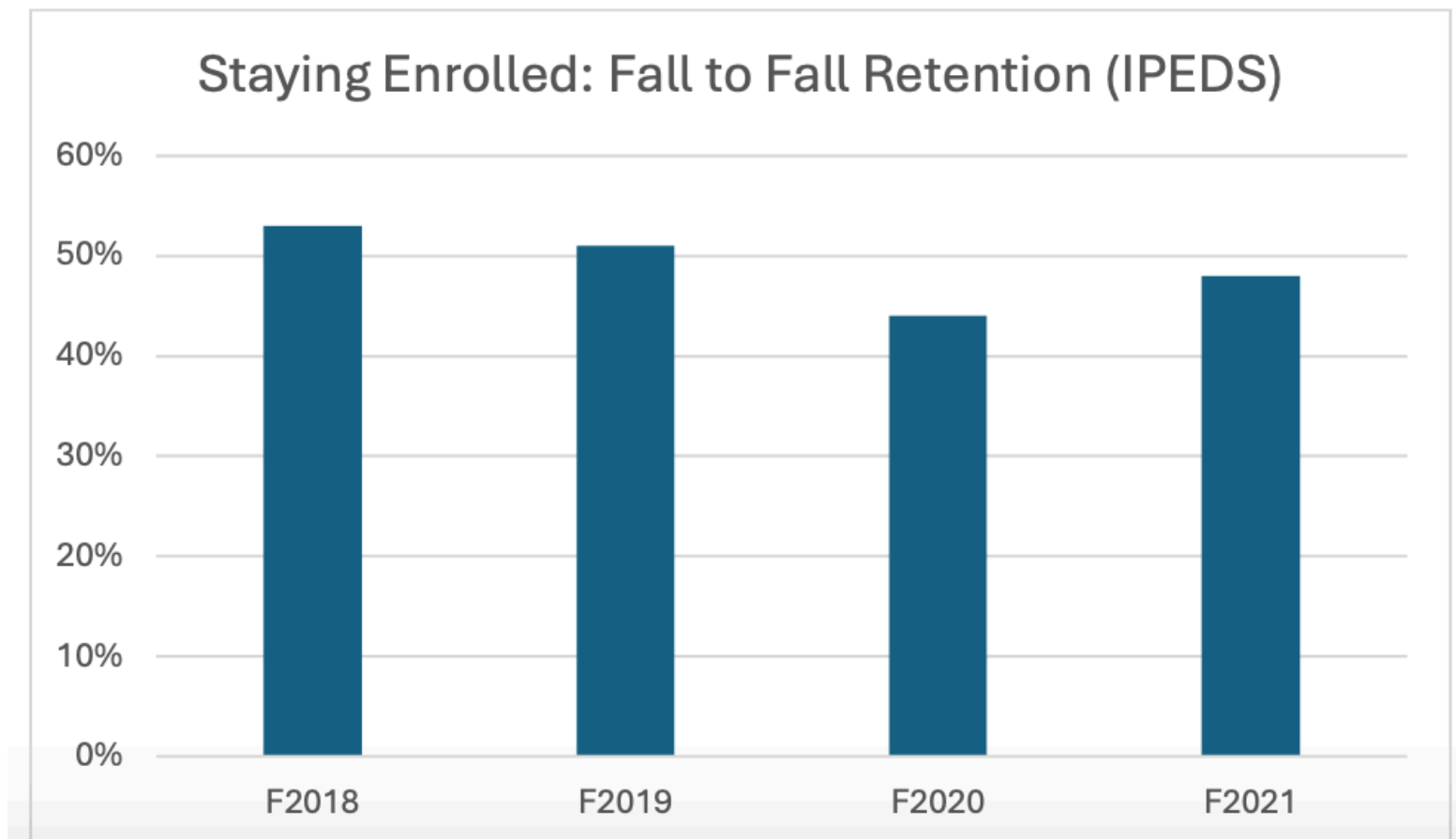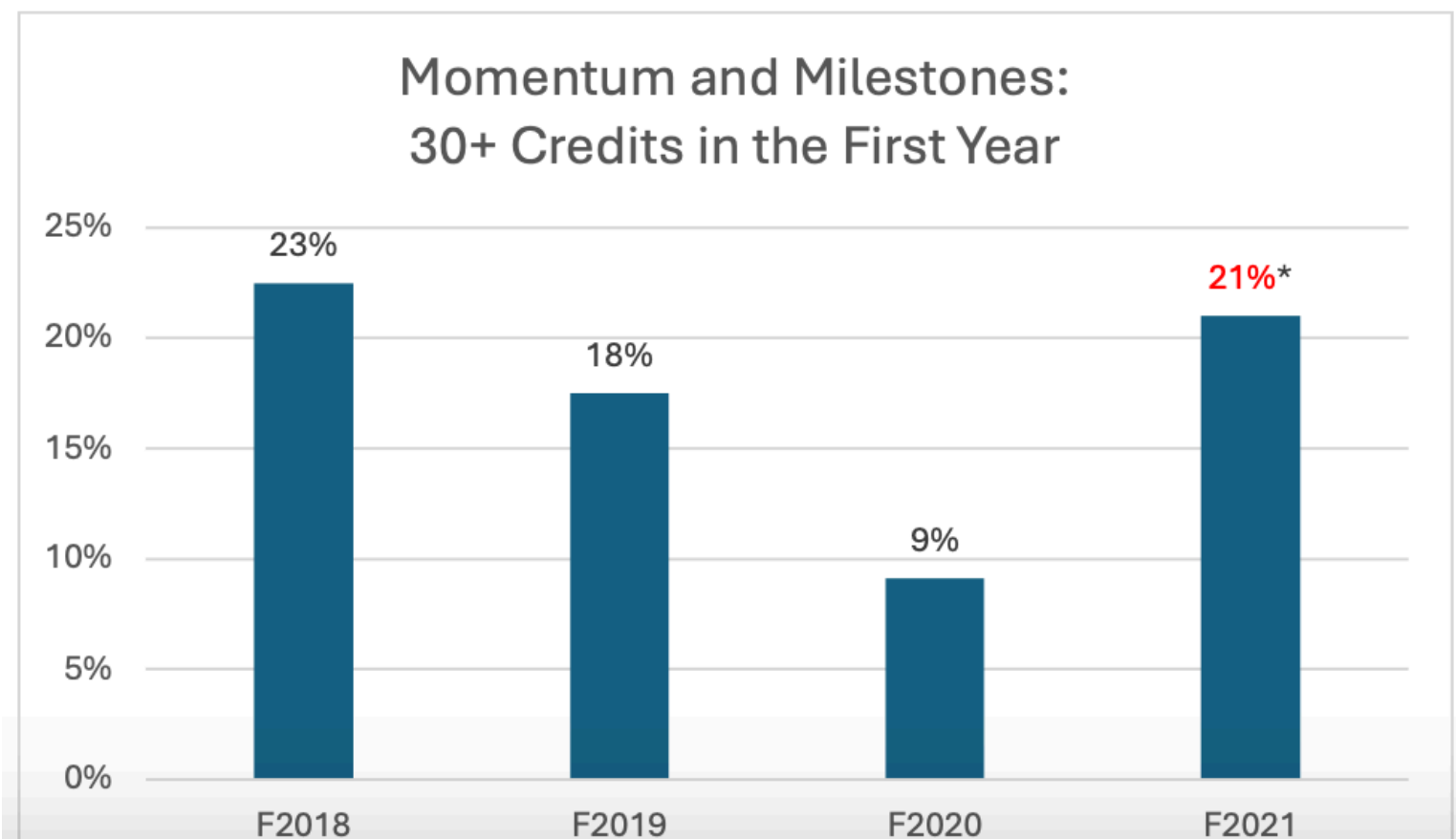
https://oregoncoast.edu/student-achievement/

Longitudinal, Prior Years

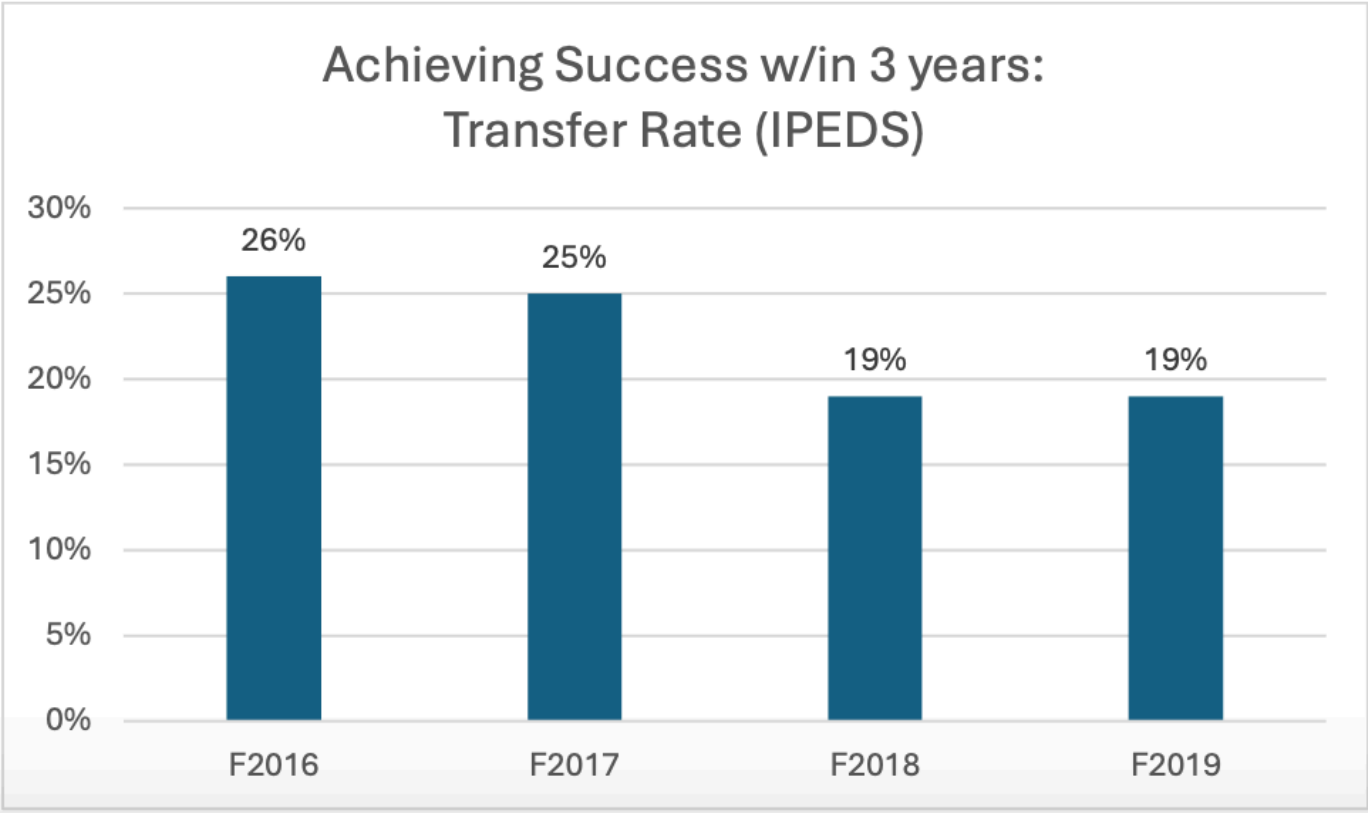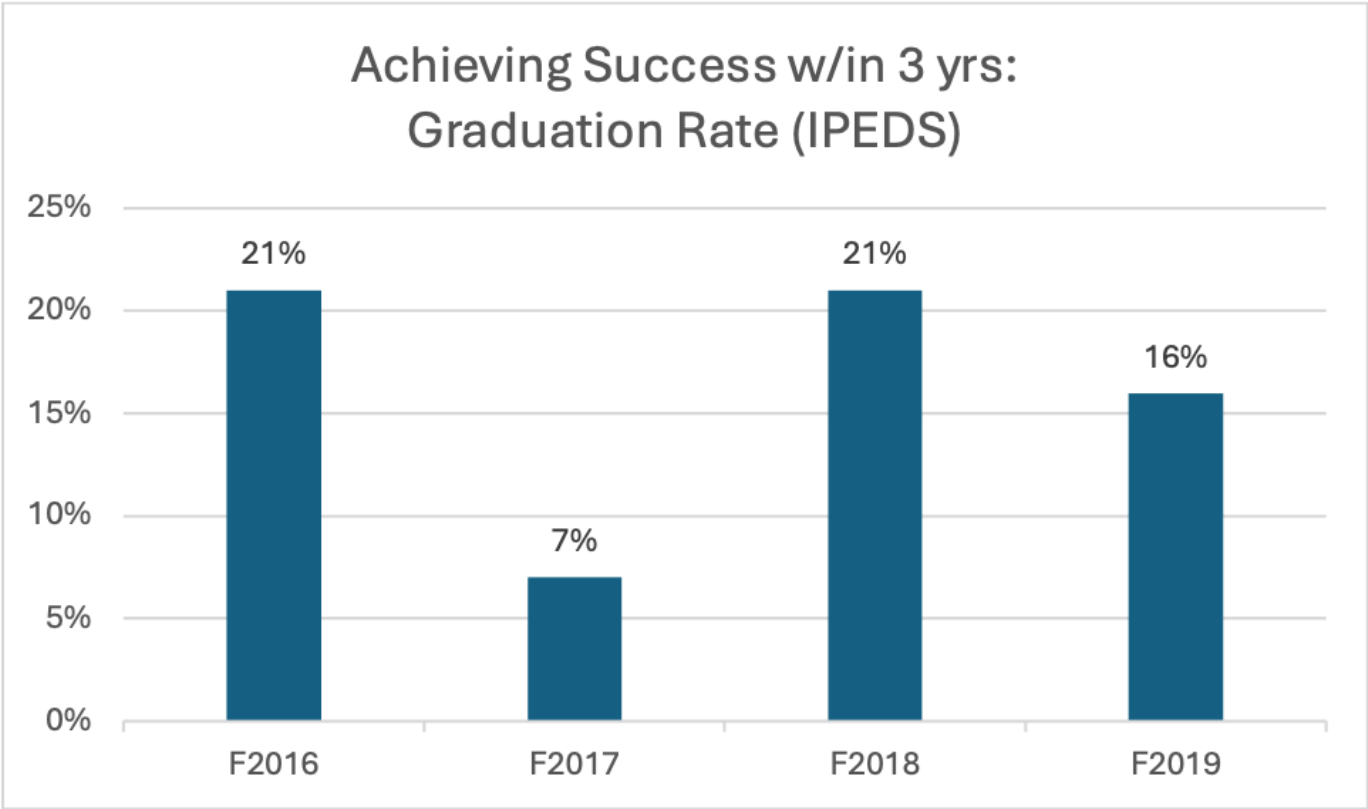**PACE: Completing Gateway Math and Writing**

Completing Gateway Math in First Year

PACE: Reaching Momentum and Milestone Points

Momentum and Milestones: 12+ Credits in the First Term

	F2018	F2019	F2020	F2021
	25%	23%	19%	20%

Momentum and Milestones: 30+ Credits in the First Year

	F2018	F2019	F2020	F2021
	23%	18%	9%	21%*

RETENTION/PERSISTENCE: Staying Enrolled

Staying Enrolled: Fall to Winter Retention

	F2018	F2019	F2020	F2021
	70%	72%	60%	64%

Staying Enrolled: Fall to Fall Retention (IPEDS)
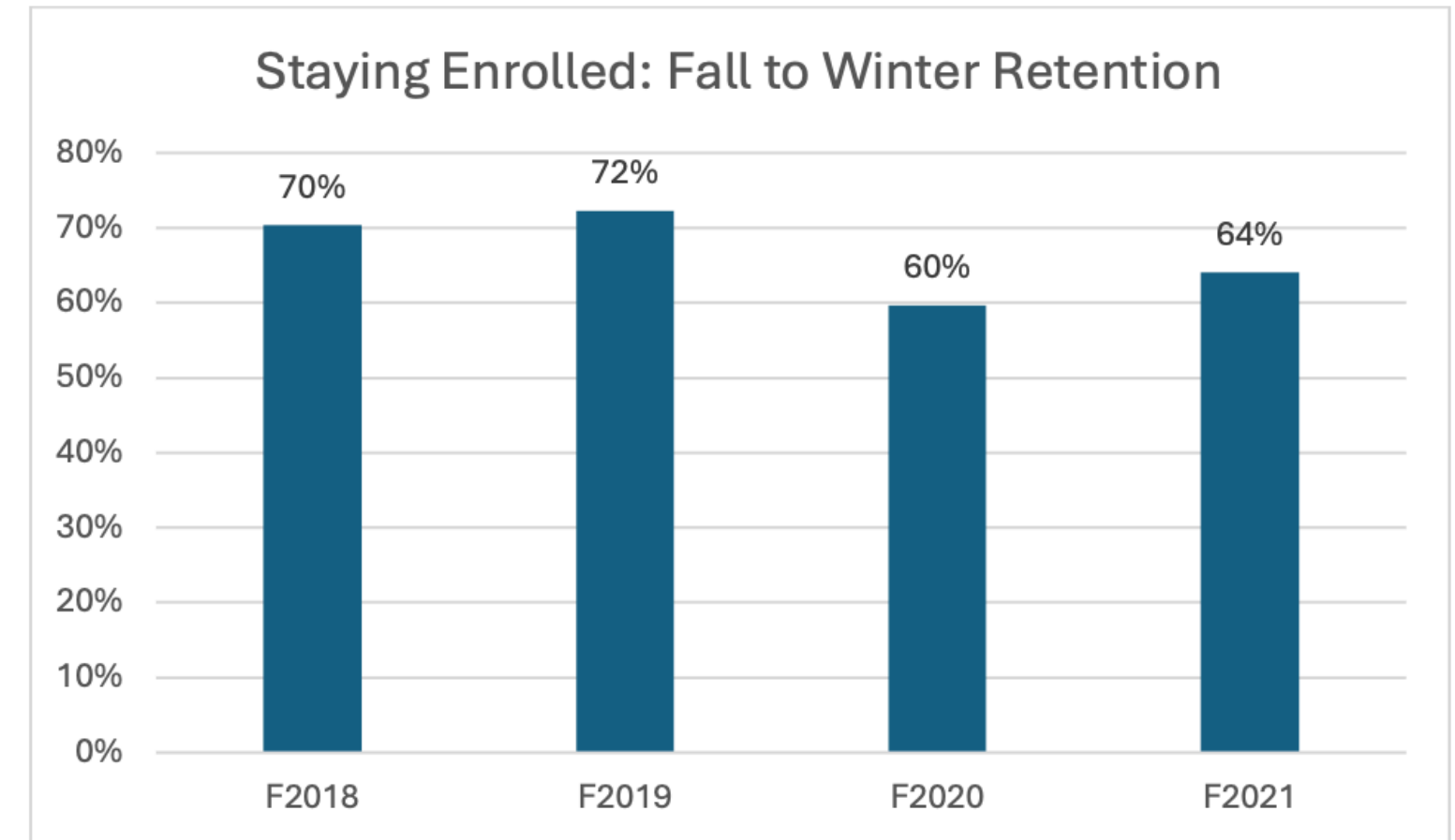
GRADUATION/TRANSFER: Achieving Success

Achieving Success w/in 3 yrs:
Graduation Rate (IPEDS)

Year	Rate
F2016	21%
F2017	7%
F2018	21%
F2019	16%

Achieving Success w/in 3 years:
Transfer Rate (IPEDS)

Year	Rate
F2016	26%
F2017	25%
F2018	19%
F2019	19%

Benchmarking

Prior to the Oregon Data Sharing Agreements, using IPEDS

**https://nces.ed.gov/ipeds/use-the-data**

The following reports show latest available:
Fall to Fall retention for 2021 to 2022 cohort (Full-time & Part-time)
150% time to graduation data 2019 cohort (other available cohorts on our Institutional Effectiveness Webpage)
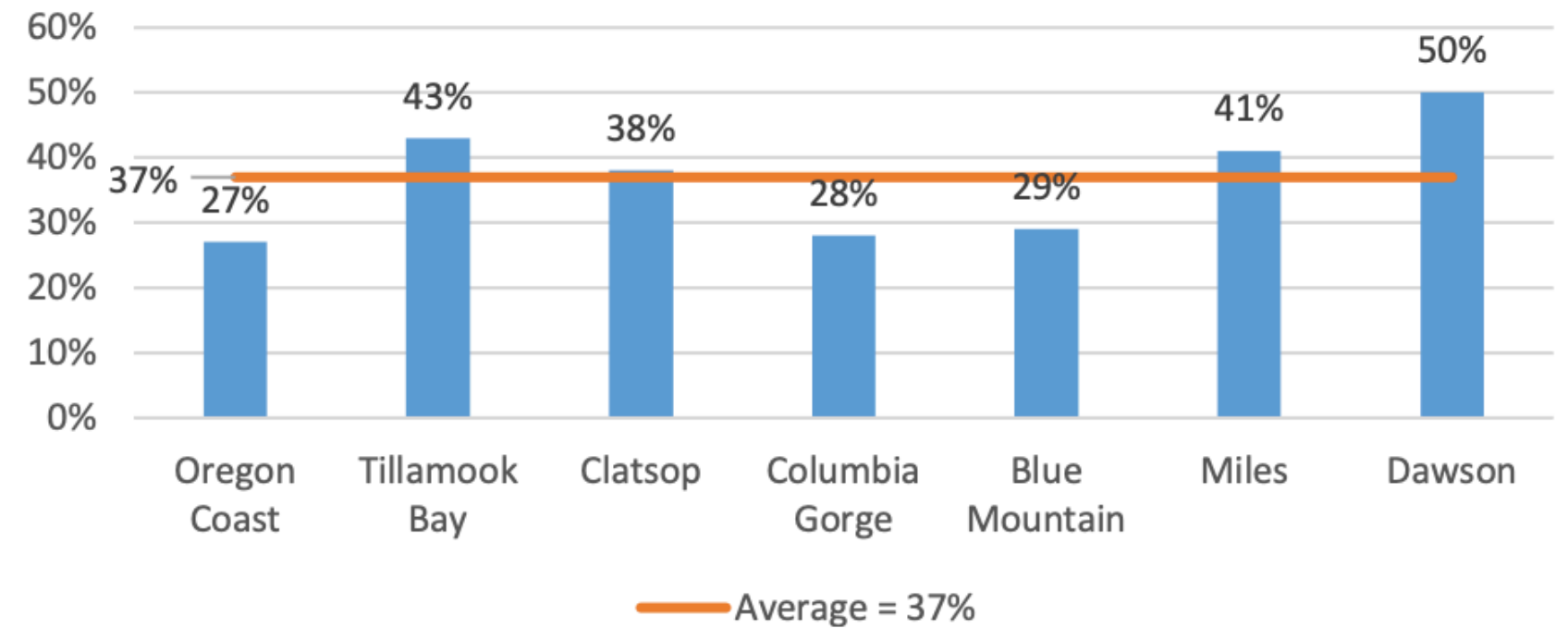
Data Source: IPEDS Data Tool, Published Winter 2024. Link to OCCC DFR 2023

IPEDS Fall to Fall Retention for Full-Time Students
F21 to F22 Data for OCCC & Comparator Colleges
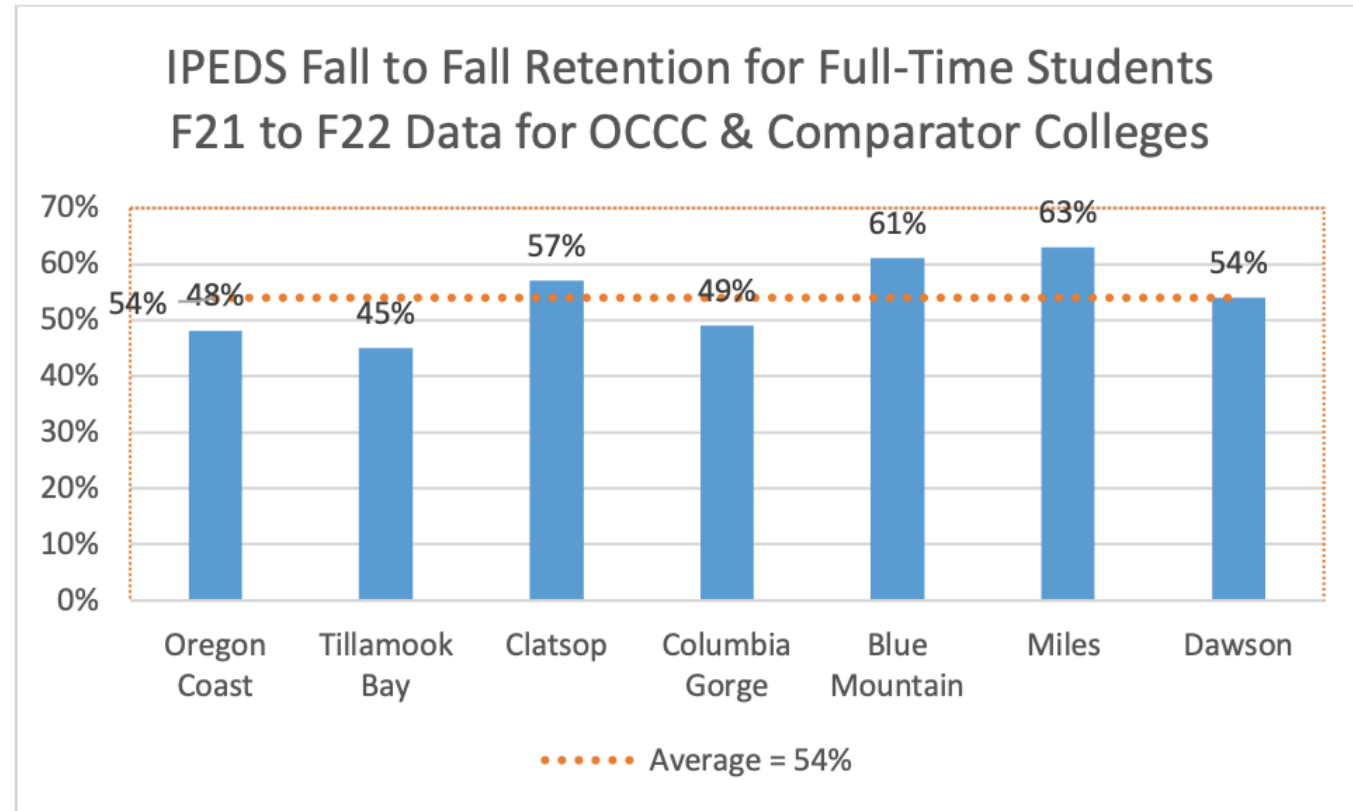
Fall-To- Fall Retention 2021 Starting Cohort First-Time Full-Time Students		
OCCC	Oregon Schools Cohort	State & National Cohort
48%	52%	54%

IPEDS Fall to Fall Retention for Part-Time Students
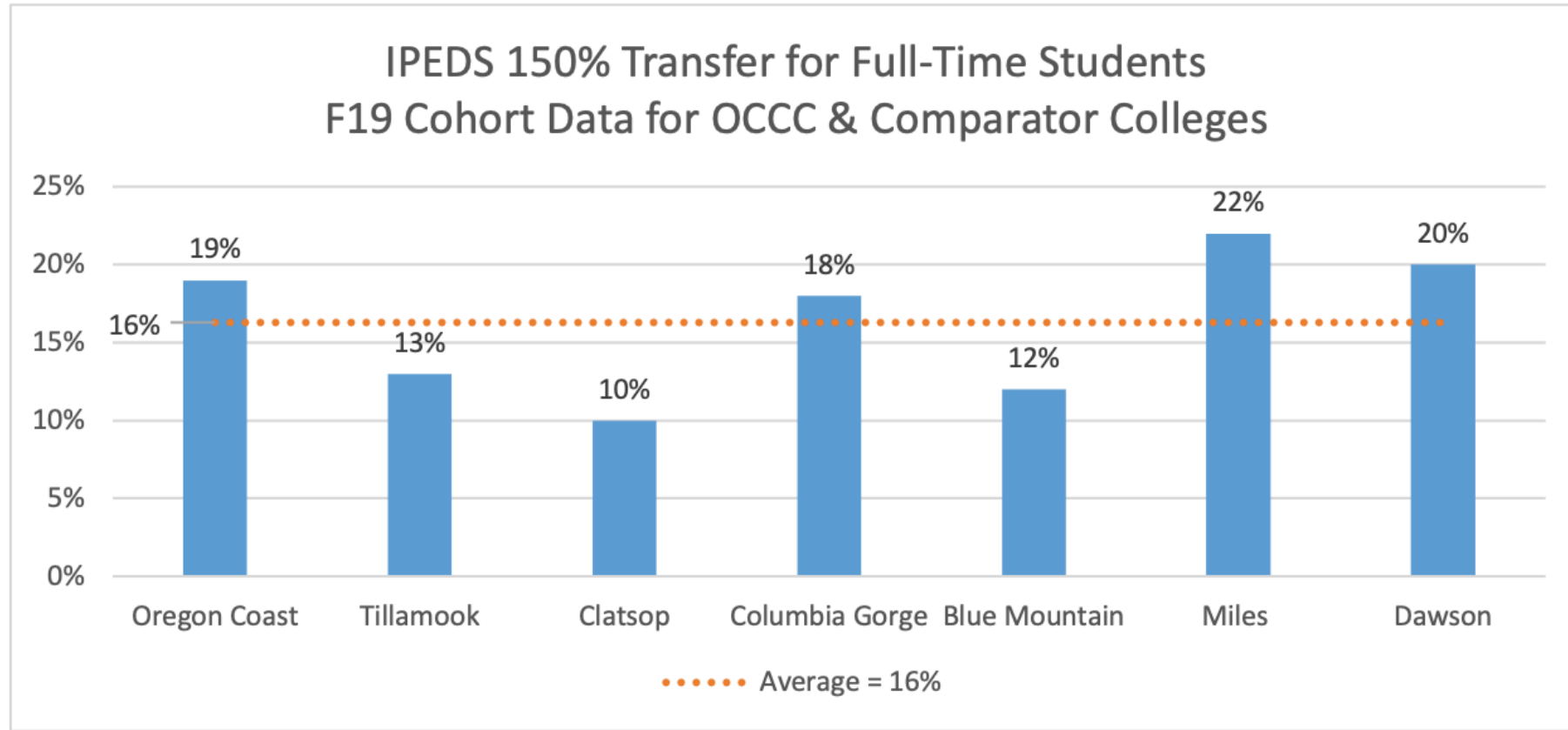F21 to F22 Data for OCCC & Comparator Colleges

Fall-To- Fall Retention 2021 Starting Cohort First-Time Part-Time Students		
OCCC	Oregon Schools Cohort	State & National Cohort
27%	33%	37%

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TRANSFER RATES (FALL 2019 COHORT)

Data Source: IPEDS Data Tool, Published Winter 2024. Link to OCCC DFR 2023

IPEDS 150% Transfer for Full-Time Students
F19 Cohort Data for OCCC & Comparator Colleges

Oregon Coast	Tillamook	Clatsop	Columbia Gorge	Blue Mountain	Miles	Dawson
19%	13%	10%	18%	12%	22%	20%

······· Average = 16%

150% Transfer Rate 2019 Starting Cohort First-Time Full-Time Students		
OCCC	Oregon Schools Cohort	State & National Cohort
19%	14%	16%

GRADUATION RATES (FALL 2019 COHORT)

Data Source: IPEDS Data Tool, Published Winter 2024. Link to OCCC DFR 2023

IPEDS 150% Graduation for Full-Time Students
F19 Cohort Data for OCCC & Comparator Colleges

Oregon Coast	Tillamook	Clatsop	Columbia Gorge	Blue Mountain	Miles	Dawson
16%	33%	15%	16%	22%	51%	28%

······· Average = 26%
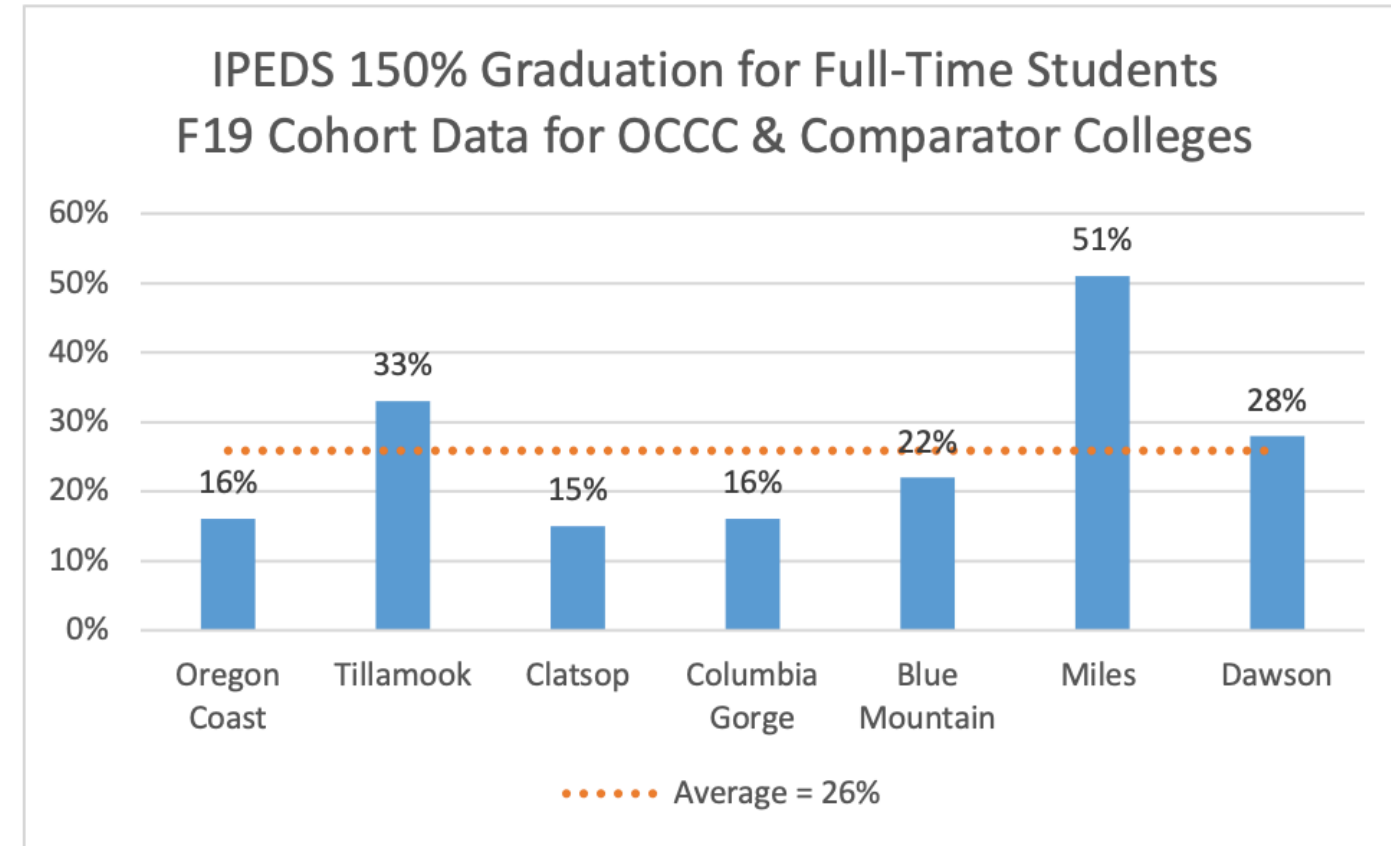
150% Graduation Rate 2019 Starting Cohort First-Time Full-Time Students		
OCCC	Oregon Schools Cohort	State & National Cohort
16%	22%	26%

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Questions?

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