

2026 Annual Review of Core Theme Metrics

Oregon Coast Community College

Core Theme = Student Success

Report based on the OCCC Student Success Core Theme Assessment and General Indicators of Student Success.

Data Notes

- Data provided by LBCC through our data support agreement.
- Data is publicly available on the [Oregon Community College Student Success Dashboard](#) maintained by LBCC.
- Data from most recent administration of CCSSE and SENSE and based on recent 2023 student cohort performance.
- All other metrics are based on the Fall 2024 cohort.
- The “cohort” consists of the students who enrolled in Fall term as first time credit-seeking, degree/certificate seeking students. Non-degree seeking students, high school program students, and dual credit courses are not included.

Measuring Student Success

Unified Student Success Core Theme Assessment and General Indicators of Student Success

Green Indicates Metric of Oregon Community College Student Success (OCCSSF) and Benchmarking Framework

Subobjectives	Indicators of Achievement	Achievement Thresholds	Method and Rationale
1. Students feel welcomed, included, engaged and supported	<u>Indicator 1.1:</u> New Students: Student ratings on SENSE for questions associated with inclusion and engagement.	<u>Threshold 1.1:</u> meet or exceed average of peer institutions for those responses related to Early Connections, Engaged Learning and Academic & 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).
	<u>Indicator 1.2:</u> Student ratings on SENSE and CCSSE for questions associated with quality and satisfaction with student support services.	<u>Threshold 1.2:</u> 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.	<u>Indicator 2.1:</u> Fall to Winter retention.	<u>Threshold 2.1:</u> OCCSSF meet or exceed average of comparator colleges	Applied to all students in the OCCSSF Cohort, a leading indicator of student success. Disaggregated by race/ethnicity, Pell, gender, geography.
	<u>Indicator 2.2:</u> % of students earning all DFW's in 1st Term	<u>Threshold 2.2:</u> Year over year improvement (decline).	
3. Students complete College level writing and math req. in 1st year.	<u>Indicator 3.1:</u> % of students completing gateway writing in 1st year	<u>Threshold 3.1:</u> OCCSSF meet or exceed average of comparator colleges	Meaningful leading indicator for retention and completion. Disaggregated for review and evaluation, but not for indicator measurement.
	<u>Indicator 3.2:</u> % of students completing gateway math in 1st year	<u>Threshold 3.2:</u> OCCSSF meet or exceed average of comparator colleges for students completing MTH 105/111 w/in 1st year.	
4. Students progress/ persist toward their educational goals.	<u>Indicator 4.1:</u> % of students completing 30 college level credits in 1st year	<u>Threshold 4.1:</u> OCCSSF meet or exceed average of comparator colleges.	Meaningful leading indicators indicative of pace and persistence for retention and completion. Disaggregated for review and evaluation, but not for indicator measurement.
	<u>Indicator 4.2:</u> Fall to Fall persistence (less completers)	<u>Threshold 4.2:</u> OCCSSF meet or exceed average of comparator colleges.	
5. Students experience academic success	<u>Indicator 5.1:</u> % of students successfully completing w/in 3 years	<u>Threshold 5.1:</u> For OCCSSF meet or exceed average of comparator institutions.	Core lagging indicator of student success.
Revised 2025.04.11	Indicator 5.2: % of students successfully transferring w/in 3 years	Threshold 5.2: Meet or exceed average of OSSC comparator institutions.	

Objective 1: Students feel welcomed, included, engaged and supported.

Indicator 1.1: New Students: Student ratings on SENSE for questions associated with inclusion and engagement “Meet” or “Exceed” average of peers.

Benchmarks: OCCC score v. Avg of Top 10% of Participating Colleges

Early Connections: 65.5 v 66.9

Engaged Learning: 55.5 v 61.4

Academic & Social Support: 58.8 v 58.9

Highest Aspects:

At least one staff knows my name: 82.3 v 52.8

Discussed an assignment or grade with instructor: 76.1 v 67.2

Lowest Aspects:

Worked with other students on a project/assignment in class: 58.0 v 71.3

Participated in a required study group outside of class: 8.7 v 17.4

Objective 1: Students feel welcomed, included, engaged and supported.

Indicator 1.2: Student ratings on SENSE (F2023) and CCSSE (SP2024) for questions associated with quality and satisfaction with student support services.

CCSSE: Item: OCCC Mean v Small College Mean (scale of 1-4)

- Providing the supports you need to help you succeed at this college: 2.72 v 3.18
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds: 2.67 v 2.76
- Helping you cope with your non-academic responsibilities : 2.01 v 2.26
- Providing the support you need to thrive socially: 2.13 v 2.47
- Providing the financial support you need to afford your education: 2.51 v 2.79
- Academic advising/planning: 2.06 v 1.65
- Career counseling: 0.54 v 0.6

Objective 1: Students feel welcomed, included, engaged and supported.

Indicator 1.2: Student ratings on SENSE (F2023) and CCSSE (SP2024) for questions associated with quality and satisfaction with student support services.

SENSE: Item: OCCC Mean v Small College Mean (scale of 1-5)

- The very first time I came to this college I felt welcome: **4.43** v 4.26
- The college provided me with adequate information about financial assistance: **3.87** v 3.83
- A college staff member helped me determine whether I qualified for financial assistance: 3.46 v 3.50
- At least one college staff member (not an instructor) learned my name: **4.27** v 3.69
- I was able to meet with an academic advisor at times convenient for me: **4.25** v 4.16
- An advisor helped me to select a course of study, program, or major: **4.38** v 4.12
- An advisor helped me to set academic goals and to create a plan for achieving them: **3.79** v 3.77
- An advisor helped me to identify the courses I needed to take during my first semester/quarter: 4.11 v 4.28
- A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take: **3.41** v 3.27

Objective 2: Students transition successfully into OCCC.

Indicator 2.1: *Fall to Winter retention.*

Overall: OCCC's Fall to Winter retention rate improved and at a faster rate than peers.

25-26: 70% v 73%

24-25: 64% v 70%

Success (no difference or better than comparators)

Age: 20-24

Gender: Male Identifying

Race/Ethnicity: Black or African American, Two+ Races, and White

Pell Recipients

First Generation (listed as needing improvement last year)

Improvement (no difference or better than comparators)

Gender: Female Identifying and Other Identifying

Race/Ethnicity: Hispanic/Latino, and American Indian or Alaskan Native

Objective 2: Students transition successfully into OCCC

Indicator 2.2: % of students earning **all DFW's in 1st Term** (disaggregated by race/ethnicity, Pell, gender, geography.)

Note: We are working with LBCC for demographic data and to look at each term's new students.

24-25: 16%

Gender: Female lower percent than male

Race/Ethnicity: American Indian or Alaskan Native only group above the overall

Age: 19 and under had 18% DFW rate

Pell: no difference between Pell and No Pell

First Generation: First Generation students had 19% DFW rate

Objective 3: Students complete College level writing and math req. in 1st year.

Indicator 3.1: % of students completing **gateway writing** in 1st year (Fall 2023 cohort).

Overall: (OCCC v Comparators):

25-26: 36% v 41%

24-25: 29% v 34%

Success (no difference or better than comparators)

Male Identifying (identified as below the average and needing improvement last year)

Pell recipients

Age 19 and under

Race/Ethnicity: American Indian/Alaskan, Asian, Native and Two+ Race

Improvement (no difference or better than comparators)

First Gen

Age = 25+

Race/Ethnicity: Hispanic/Latino

Objective 3: Students complete College level writing and math req. in 1st year.

Indicator 3.2: % of students completing **gateway math** in 1st year (Fall 2023 cohort).

Overall (OCCC v Comparators):

25-26: 20% v 23%

24-25: 11% v 24%

Success (no difference or better than comparators)

Male Identifying (identified as below the average and needing improvement last year)

Age: 19 and under

Race: Two or More Races

First Generation

Pell recipients

Improvement (no difference or better than comparators)

Age: Over 20

Race/Ethnicity: Hispanic/Latino

Objective 4: Students progress/ persist toward their educational goals.

Indicator 4.1: % of students completing 30 college level credits in 1st year.

Note: the % of students completing 12 credits in the 1st term has risen from 20% in 2021 to 40% in 2024-25. Our comparators have move from 32% to 40%.

Overall:

25-26: 57% v 44%

24-25: 35% v 35%

Success (no difference or better than comparators)

Pell Recipients and Student Not Receiving Pell

All gender categories above the average of comparators

All age categories above the average of comparators

All races above the average of comparators

First Generation and Not First Generation

Objective 4: Students progress/ persist toward their educational goals.

Indicator 4.2: **Fall to Fall** indicator measurement for persistence (less completers).

Overall:

25-26: 60% v 54%

24-25: 43% v 43%

Success (no difference or better than comparators)

First Generation and Not First Generation

Pell Recipients and Non-Pell Recipients

Male and Female Identifying

Age: All age groups above the average of comparators

Race/Ethnicity: All races at or above the average of comparators

Improvement (no difference or better than comparators)

Other Identifying Gender

Objective 5: Students experience academic success

Indicator 5.1: % of students successfully **completing** w/in 3 years (Fall 2022 cohort).

Overall:

25-26: 28% v 26%

24-25: 23% v 17%

Success (no difference or better than comparators)

Pell Recipients and Non-Pell Recipients

Male and Female Identifying

Not First Generation

All Age Categories; 25+ above the average of comparators

Race/Ethnicity: Hispanic/Latino, Two+ Races

Pell and No Pell students

Improvement (no difference or better than comparators)

First Generation

Race/Ethnicity: White

Objective 5: Students experience academic success

Indicator 5.2: % of students successfully **transferring** to a 4-year w/in 3 years (Fall 2022 cohort).

Overall:

25-26: 9% v 9% (Fall 2022 cohort)

24-25: 14% v 12% (Fall 2021 cohort)

Success (no difference or better than comparators)

First Generation and Non-First Generation

Non-Pell Recipients

Female Identifying

Age: 25+

Race/Ethnicity: American Indian/Alaskan Native, White

Improvement (no difference or better than comparators)

Pell Recipients

Male Identifying

Age: 19 and under

Race/Ethnicity: Hispanic/Latino, Two+ Races

Actions Impacting Improved Metrics

- **Realigning grant efforts:** First Gen Student Success (FGSS), The Ford Family Foundation- Rural Male Success, Career Pathways, Roundhouse
- New student **Case Management and Early Alert software** and process redesign.
- Faculty reminders and Success Coach connections with students during the term for course support conversations.

Adapating to the Metrics

- Growing clubs and leadership opportunities for students to increase sense of community.
- Review growth in faculty adoption of active learning strategies.
- Enhanced accessibility of Canvas shells and website.
- Review of Multiple Measures to ensure accurate placement.
- Course scheduling to accommodate smooth program pathways.