

## APPENDIX ONE: CORE THEME MEASURES

### 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	<p><u>Indicator</u> 1.1: Fall to Winter retention  <u>Threshold</u> 1.1: <math>\geq 75\%</math></p> <p><u>Indicator</u> 1.2: % of credits successfully completed in 1<sup>st</sup> Fall term  <u>Threshold</u> 1.2: <math>\geq 75\%</math></p> <p><u>Indicator</u> 1.3: First-term G.P.A.  <u>Threshold</u> 1.3: <math>\geq 75\%</math> exceed 2.0 GPA</p>	<p>Applied to all students attempting 6 or more credits and is a significant leading indicator of student success.</p> <p>Disaggregated by race/ethnicity, socioeconomic status (Pell vs. non-Pell), age (traditional vs. non-traditional) and geography).</p>
2. Students feel welcomed, included, engaged and supported	<p><u>Indicator</u> 2.1: New Students: SENSE measures: Student ratings on SENSE for questions associated with inclusion and engagement  <u>Threshold</u> 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</p> <p><u>Indicator</u> 2.2: New and Returning Students: SENSE and CCSSE measures related to quality and satisfaction with student support services  <u>Threshold</u> 2.2: 80% of respondents rate themselves satisfied or very satisfied with student support services or rated those services helpful or very helpful</p> <p><u>Indicator</u> 2.3: Student attendance in the first three weeks of term  <u>Threshold</u> 2.3: <math>\geq 80\%</math></p>	<p>Early student experiences impact persistence and serve as meaningful leading indicators for persistence and completion.</p> <p>Assessed by key student engagement measures in SENSE (first term) and CCSSE (continuing), and via student attendance as a proxy for engagement.</p>
3. Students receive pro-active intervention	<p><u>Indicator</u> 3.1: Early alerts issued on students are followed up with by an advisor within 2 days.  <u>Threshold</u> 3.1: 95% of early alerts are followed up w/in 2 days</p>	<p>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.</p>

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