Educational Pathways Core Theme Assessment Table

Sub-objectives	Indicators of Achievement	Achievement Thresholds	Method and Rationale
1.OCCC educational pathways are accessible.	Indicator 1.1: Total FTE. Indicator 1.2: Distribution of Credit Students Indicator 1.3: Distribution of Non-Credit Students Indicator 1.4: Distribution of Dual Credit Students Indicator 1.5: Distribution of Students w/GED vs. HS Diploma Indicator 1.6: Number of Courses Offered Online	Threshold 1.1: College FTE meets or exceeds budget FTE. Threshold 1.2: Reflects the diversity of the community Threshold 1.3: Reflects the diversity of the community Threshold 1.4: Reflects the diversity of the community Threshold 1.5: Reflects the diversity of the community Threshold 1.6: Increase unique courses offered online by 5% compared to the prior year online offerings.	Ensuring access to educational opportunities is fundamental to fulfilling the college's mission. OCCC creates bridges into our educational pathways from high school, adult education, non-credit, and other feeders. Measured through enrollment data. Disaggregated for race/ethnicity, socioeconomic status (Pell vs. nonPell), age (traditional vs. nontraditional) and geography, for review and evaluation, but not used for indicator measurement
2. Students graduating from Lincoln County high schools enroll at OCCC.	Indicator 2.1: % of Lincoln County students coming to OCCC within 16 months of HS graduation	Threshold 2.1: 22% or greater of area HS grads attend OCCC.	Demonstrates strong working relationship between high schools and college and "paved pathways" for high school students. Assessed via data sharing agreement with LCSD. Disaggregated.
3. Students transitioning from ESOL/GED enroll in credit classes at OCCC	Indicator 3.1: % of GED students at OCCC who pass the exam and subsequently enroll in credit classes within 6 months. Indicator 3.1: % of ESOL students enrolling in GED or credit classes within 6 months of last enrollment.	Threshold 3.1: 10% Threshold 3.2: 5%	The proportion of ESOL/GED students who subsequently enroll in credit classes at OCCC demonstrates strong processes leading to "paved pathways" for adult basic skills students.
4. Graduates attain General Education/ Comprehensive Institutional Learning Outcomes (CILOs)	Indicator 4.1: Student artifacts meet benchmark of "3" on rubrics for CILOs	Threshold 4.1: 70% of students (with >65 credits) score "3" or higher	CILOs are measured using modified AAC&U LEAP VALUE rubrics. Assessment Task Force set "3" as appropriate level for students completing an Associate's Degree.
5. Graduates meet industry standards by demonstrated mastery of technical skills and program learning outcomes	Indicator 5.1: Assessment of technical skills Indicator 5.1: Assessment of program learning outcomes	Threshold 5.1: Technical Skills Assessments (TSA) "meet benchmark" – maintain a rate of above 80% of programs with > 80% of students meeting program defined outcomes Threshold 5.2: Under development. PLOs assessed in AY 2018-19. Review of PLOs by faculty and administration in Fall 2019 to set target.	Indicates 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. CTE programs also report annually on the assessment of PLOs not covered by TSAs.
6. Programs use the results of assessment to improve teaching and learning	Indicator 6.1: Academic programs report changes made to instruction based on assessment of student learning outcomes	Threshold 6.1: 80% of Program Reviews report Assessment Based Change	Academic programs make improvements to Teaching and Learning based on student learning outcomes assessment (at any level). Documented in annual assessment report.
7. Graduates of CTE programs will be employed in their field of study.	Indicator 7.1: Employment rates of CTE graduates six months after program completion.	Threshold 7.1: 84% of CTE graduates report employment in their field of study at six months	Measures how well programs prepare students for local workforce needs. Proxy for program alignment with regional employment demands.

8. Graduates of transfer programs will be enrolled in 4-year institutions	Indicator 8.1: Enrollment of transfer program graduates at 4-year institutions, based on NSC Clearinghouse data.	Threshold 8.1: 20%	Transfer rates as proxy for quality and design of transfer paths.
9. Educational pathways and stackable credentials lead to living wage jobs	Indicator 9.1: Program review metrics using county-level occupational wage data compared to M.I.T. Living Wage Calculator.	Threshold 9.1: 100% of degree and certificate programs exceed (or serve on a career pathway that exceeds) the Lincoln County Living Wage.	The quality and relevancy of pathways/programs is directly related to a graduate's ability to find employment that leads to a living wage or job advancement.
10. Pathways and programs respond to the changing needs of industry and regional employers.	Indicator 10.1: New and existing CTE programs are sustainable and in-demand	Threshold 10.1: 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.	Comparing proposed and existing credit and non-credit offerings to regional labor market demand ensures the college is responsive to regional workforce needs.
11. Small Business Development Center Economic Impact	Indicator 11.1: Jobs Created & Jobs Retained Indicator 11.2: Capital Infusion Indicator 11.3: Long-Term Clients (5+ hours)	Threshold 11.1: Exceed prior year Threshold 11.2: >$492,000/yr Threshold 11.3: 40	These are standard measures for each SBDC in Oregon and are the best demonstration of economic impact of the SBDC.