Student Success Core Theme Assessment Table

Sub-objectives	Indicators of Achievement	Achievement Thresholds	Method and Rationale
1. Students transition successfully into OCCC.	Indicator 1.1: Fall to Winter retention. Indicator 1.2: % of credits successfully completed in 1st Fall term. Indicator 1.3: First-term G.P.A.	Threshold 1.1: ≥85% Threshold 1.2: ≥85% Threshold 1.3: ≥85% exceed 2.0 GPA.	Applied to all students attempting 6 or more credits. Significant leading indicator of student success. Disaggregated by race/ethnicity, socioeconomic status (Pell vs. non-Pell), age (traditional vs. non-traditional) and geography) for review and evaluation, but not for indicator measurement.
2. Students feel welcomed, included, engaged and supported.	Indicator 2.1: New Students: Student ratings on SENSE for questions associated with inclusion and engagement. Indicator 2.2: Student ratings on SENSE and CCSSE for questions associated with quality and satisfaction with student support services. Indicator 2.3: Student attendance in the first three weeks of term.	Threshold 2.1: On SENSE, 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" Threshold 2.2: 80% of respondents rate themselves satisfied or very satisfied with student support services or rated those services helpful or very helpful. Threshold 2.3: ≥ 80%	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), and via student attendance as a proxy for engagement.
3. Students receive pro-active intervention	Indicator 3.1: Early alerts issued on students are followed up with by an advisor within 2 days.	Threshold 3.1: 95% of early alerts are followed up w/in 2 days	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.
4. Students complete standard prerequisites of reading, writing and math for GE courses	Indicator 4.1: Students complete or place above the universal prerequisites of MTH 020, RD 115, and WR 115 within first two terms.	Threshold 4.1: 90% of students complete/place beyond prerequisites within first two terms.	Meaningful leading indicator for retention and completion. Disaggregated for review and evaluation, but not for indicator measurement.
5. Transfer students complete College level writing and math requirement for their degree.	Indicator 5.1: % of transfer students completing gateway writing within first year Indicator 5.2: % of transfer students completing gateway math within first year	Threshold 5.1: 40% completes WR 121 w/in 1st year. Threshold 5.2: 30% completes MTH 105/111 w/in 1st year	Meaningful leading indicator for retention and completion. Disaggregated for review and evaluation, but not for indicator measurement.
6. Students progress/ persist toward their educational goals.	Indicator 6.1: % of attempted credits successfully completed during first year Indicator 6.2: % of students completing 15+ credits in first year Indicator 6.3: Fall to Fall persistence (less completers)	Threshold 6.1: 88% Threshold 6.2: 79% Threshold 6.3: 49%	Meaningful leading indicators for retention and completion. Disaggregated for review and evaluation, but not for indicator measurement.
7. Students experience academic success	Indicator 7.1: % of students successfully completing or transferring within 2 years Indicator 7.2: % of students successfully completing or transferring within 6 years	Threshold 7.1: Meet or exceed average of peer institutions Threshold 7.2: Meet or exceed average of peer institutions	Core lagging indicator of student success. Disaggregated for review and evaluation, but not for indicator measurement.