



**Central Oregon Community College  
Board of Directors: Information Item**

<b>Subject</b>	<b>2023-27 Strategic Plan Indicators, Targets and Reporting Calendar</b>
<b>Prepared By</b>	<ul style="list-style-type: none"> <li>• Laurie Chesley, President</li> <li>• Laura Boehme, Vice President for People and Technology</li> <li>• Zak Boone, Vice President of College Advancement and Executive Director – COCC Foundation</li> <li>• Annemarie Hamlin, Vice President of Academic Affairs</li> <li>• Michael LaLonde, Vice President of Finance and Operations</li> <li>• Alicia Moore, Vice President of Student Affairs</li> </ul>

During the September 2023 COCC Board of Directors’ meeting, the COCC Board approved a new mission and goals as part of the College’s 2023 – 27 strategic plan. To ensure progress towards the strategic plan goals, the College proposed indicators of achievement for each goal and these were approved at the January 2024 Board of Directors’ meeting.

This information item elaborates on those indicators and provides annual targets, data and related information for each indicator. Each of the Senior Leadership Team members will discuss their indicators during a brief presentation at the Board of Directors’ July meeting. The details below serve as a foundation for that presentation.

**GOAL - STUDENT-READY COLLEGE:** COCC welcomes all students by addressing their individual needs and helping them achieve their goals.

**Fall-to-Winter Retention Annemarie Hamlin & Alicia Moore**

Rationale for Indicators: First-term retention is a common student success indicator in higher education, helping institutions measure whether students are making early progress towards educational goals. While numerous supports contribute towards a student’s success, COCC’s upcoming Guided Pathways work supports the College’s Student-Ready goal and is intentionally designed to help students choose, enter and engage in activities to foster early success.

Definition: COCC adopted the Oregon Guided Pathways definition for first-term retention as this allows us to have comparison institution data. This definition measures fall-to-winter term retention of students who took their *first* credit course in fall term. “First” means those with no prior college or dual credit experience.

Targets: COCC’s fall 2021 cohort fall-to-winter retention rate was 77%, while our Oregon Guided Pathways peer institution average was 74%. COCC’s Guided Pathways work will not fully launch until fall 2026, with first results of that seen in winter 2027 retention rates. Therefore, our goal is to maintain a

retention rate greater than our peers, adjusting that to a higher rate for the fall 2026 cohort. With this, specific targets are:

	2023-24	2024-25	2025-26	2026-27
Met	74% or greater	74% or greater	74% or greater	75% or greater
Almost Met	71 – 74%	71 – 74%	71 – 74%	72-75%
Not Met	Below 71%	Below 71%	Below 71%	Below 72%

Updated data will be available by the end of winter term each year.

### Fall-to-Fall Retention

Annemarie Hamlin & Alicia Moore

Rationale for Indicator: Like first-term retention, fall-to-fall retention is a common indicator in higher education to help institutions measure student persistence. Several 2023-27 Strategic Plan action projects will contribute towards an eventual increase in fall-to-fall retention rates, although many of those will not be realized until towards the end of the strategic plan given the implementation timelines. Moreover, both research and practice indicate that major retention initiatives typically take one to three years before an institution experiences positive gains.

Definition: Fall-to-fall retention is a data point measured by the National Center for Educational Statistic IPEDS data system, a national data base for a multitude of higher education measures. COCC chose to follow the IPEDS definition for fall-to-fall retention as this allows us to use national and regional comparator institution data by which to set our benchmarks, an activity that will happen in the coming academic year. Fall-to-fall retention is measured as full- and part-time students who were registered in one fall quarter and are registered in the fourth week of classes the following fall quarter.

Targets: 51% of COCC’s fall 2021 cohort returned for fall 2022, although the College’s former strategic plan had fall term retention rates between 47% - 51%, with 47% closer to historical norms. Additionally, much of the strategic plan action project work will not impact fall-to-fall retention until fall 2027. Therefore, until comparator institution data is available, COCC set the following targets:

	2023-24	2024-25	2025-26	2026-27
Met	49% or greater	49% or greater	49% or greater	51% or greater
Almost Met	47 – 48%	47 – 48%	47 – 48%	49 – 51%
Not Met	Below 47%	Below 47%	Below 47%	Below 49%

Updated data for the one fall term cohort will be available by the end of the following fall term.

### Graduation Rates

Annemarie Hamlin & Alicia Moore

Rationale for Indicator: Graduation rates are also a common metric in higher education. The 2023 – 27 Strategic Plan action projects were selected as they have the ability to positively impact student success – and in particular, graduation rates. Examples of these projects include Guided Pathways, Strategic Scheduling, Online Programs and Madras Campus Expansion, among others, noting that implementation

timelines for many of these may not impact graduation rates during this strategic plan, but should do so shortly thereafter.

Definition: Graduation rates are another indicator collected by IPEDS. IPEDS measures graduation rate in a fall term cohort to determine which first-time, full-time, certificate or degree seeking students earn a completion within three years. COCC chose this definition as it will allow us to develop comparator benchmarks with previously identified regional and national peers, an activity that will take place in the coming academic year.

Targets: COCC's fall 2019 cohort graduation rate was 22%, while the national community college three-year graduation rate was 34% (fall 2019 is the most recent cohort data available as IPEDS collects this information during winter quarter and releases it to colleges the following year after data verification). An important note is the national rate includes community colleges that solely offer technical education, which typically have higher graduation rates. Until comparator institution data is available, COCC set its graduation rate targets more in line with historical norms:

- Met target: 23% or greater
- Almost met: 21 – 23%
- Not met: Below 21%

Graduation rate data is updated each winter term as part of the College's IPEDS data reporting timeline.

## **Transfer Rates**

**Annemarie Hamlin & Alicia Moore**

Rationale for Indicator: Student transfer rates to other institutions round out the most common student success metrics measured by community colleges. This indicator was chosen because like the others, it has potential to be impacted by many of the 2023-27 Strategic Plan action projects.

Definition: Also measured by IPEDS, transfer rate is defined based on a fall cohort that counts any first-time, full-time, certificate or degree seeking students who transfer to a two- or four-year institution before earning a completion within three years.

Targets: Historically, COCC students transfer to other institutions at higher rates compared to other Oregon community colleges, with most students transferring to Oregon State University or Linn-Benton Community College. The College set upcoming year targets in line with historical norms (average 21%) as many of our Strategic Plan activities impacting transfer rates will not be realized until late in the strategic plan's timeline:

- Met target: 23% or greater
- Almost met: 21 – 23%
- Not met: Below 21%

Transfer rate data is updated each winter term as part of the College's IPEDS data reporting timeline.

**GOAL – ACCESS: COCC expands access by providing students with equitable opportunities and the resources needed to achieve their goals.**

## **In-District Penetration Rate**

**Zak Boone, Annemarie Hamlin & Alicia Moore**

Rationale for Indicator: Core to a community college's mission is serving those who reside within their college district boundaries. One way to measure this is to determine the percent of people who are registered in any course offered by college, which is often referred to as market penetration. This measure helps colleges understand who they are serving and whether they are reaching their desired demographic population. This measure is also inclusive, as it represents the depth and breadth of all institutional offerings.

Definition: COCC's penetration rate is defined by any individual, 15 or older, who is enrolled in any COCC credit or noncredit course. It includes Crook, Deschutes and Jefferson counties. It does not currently include Wasco County as there are limitations to the data that does not allow the College to disaggregate specific town data in line with county, although staff are looking to alternate sources for this information.

Targets: During the past five years, COCC served an average of 5.9% of the tri-county residents. As soon as further detail is available, staff will disaggregate the data based on demographic or geographic factors and identify potential areas for growth. Until then, the College has set the following targets:

- Met: 5%+
- Almost Met: 4%
- Not Met: Below 4%

Penetration rate data will be updated each summer for the prior academic year.

## **In-District Tuition & Fees**

**Michael LaLonde**

Rationale for Indicator: Primary components of any community college's purpose are to serve its local service area and maintain affordability. Maintaining an affordable in-district tuition rate, while maintaining quality programs and services, ensures that COCC can best serve students throughout our district and support them in reaching their goals. Moreover, affordability also supports COCC's commitment to expanding access for in-district residents.

Definition: This indicator is measured based on data from the Oregon Business Officers that shares the tuition and fees for all Oregon community colleges. Only fees that are universally applied to all students are included.

Targets: COCC will be in the bottom quarter of in-district tuition and fees compared to all other Oregon community colleges. Currently, COCC is the 14<sup>th</sup> most affordable Oregon community college, placing it in line with this target.

In-district tuition and fees will be updated in July for the upcoming academic year.

## **Underrepresented Students**

**Annemarie Hamlin & Alicia Moore**

Rationale for Indicator: The Higher Education Coordinating Commission identified four student populations as priority populations as part of its new Oregon community college funding model: Low-income, students of color, career and technical education students and adult learners (defined as 25 and

older). National research indicates that these populations are traditionally underserved in higher education. While COCC is currently providing specialized support for many of these populations, a review of these programs aligns with the College's goals of being a student-ready institution as well as increasing access.

Definition: Students who were enrolled in reimbursable courses from the prioritized populations:

- Recipients of Pell or Oregon Opportunity Grant (credit students only, as identified through institutional systems)
- Student of Color (credit and noncredit, if identified on enrollment forms)
- Students enrolled in career and technical education courses (credit and noncredit, as identified through institutional systems)
- Adults Learners 25+ (credit and noncredit, as identified on enrollment forms)

### Targets

The College identified “sub-indicators” for each of the priority populations:

- Students of Color: 15%. This aligns with prior years, noting that additional data sources reviewed during summer 2024 may influence this target.
- Adults Learners: 47%. This is a 1% increase over last year as the College has seen steady growth in this population.
- Pell Students: 40%. This is a 2% increase over last year. Low-income students have been on the decline for the prior three academic years, but the College did see a significant increase in fall 2023 and anticipates greater enrollments of low-income students post-pandemic.
- CTE Headcount: 37%. This aligns with current offerings and no new programs or class expansions are happening in 2024-25. However, this will likely increase in 2025-26 due to 1) foundational work happening in CBIPD this year (which will likely result in an increase in the number of noncredit training opportunities); 2) Madras campus and new CTE programs; and 3) the College will be conducting a needs analysis in 2024-25 to determine how workforce needs align with COCC programs and where gaps may exist.

These sub-indicators will roll up to one target for the underrepresented students indicator; this target will remain the same throughout the strategic plan:

- Met: 3 or more of the sub indicators
- Almost met: 2 of the sub indicators
- Not met: 0 or 1 of the sub indicators

Indicator data will be updated each summer for the prior academic year.

**Rationale for Indicator:** Online courses provide access to higher education for students throughout COCC’s service district, some of whom may not be able to travel to COCC campuses, have work or family obligations that prevent them from taking in-person classes, or prefer online learning. Meeting the differentiated needs of students includes offering online instruction and further advances the College’s access goal.

**Definition:** The indicator measures the headcount and FTE of students enrolled in online courses and the number credit courses and sections of each course. Currently, several disciplines offer most or all of their classes online, but at this time, COCC is not considering these as fully online programs because some of the required support courses may or may not be offered online. This action project’s work will help move the College towards its goal of developing fully online programs. However, that is not yet an indicator as foundational work is needed.

**Targets:** Targets are based on the aggregation of the data noted above (headcount, FTE, courses, sections) as compared to the 2022-23 benchmark year. Numeric targets are set up in ranges that represent a settling or growth pattern over time (not counting pandemic years) even though a single year may swing upward or downward within the parameters listed in the table below. Since this indicator is focused on growth of our own online offerings, data from our comparator institutions is not currently a factor in this work.

	Online Credit Course Student Headcount	Online Credit Course Student FTE	Number of Online Credit Courses	Number of Online Credit Course Sections
Met (3 of 4 criteria)	2,994–3,304	760–1,100	217–245	520–552
Almost Met (2 of 4 criteria)	2,501–2,499	601–759	201–216	498–519
Not Met (0 or 1 criterion)	2,500 or fewer	600 or fewer	200 or fewer	497 or fewer

Online course and program data will be updated each summer for the prior academic year.

**GOAL - COMMUNITY ENGAGEMENT: COCC engages with and responds to the needs of the communities we serve.**

**College-Sponsored Events** **Zak Boone**

**Rationale for Indicator:** This indicator demonstrates the College’s commitment to providing the communities we serve with a variety of relevant and engaging opportunities to participate in events.

**Definition:** “College-Sponsored Events” includes the number of events outside of traditional instructional offerings and includes any activity formally sponsored or endorsed by the College where at least some of the intended participants are community members.

**Targets:** COCC recognizes that producing events often takes significant time, energy and human resources to execute. Thus, the annual targets represent a modest growth over the life of the strategic plan.

	2023-24	2024-25	2025-26	2026-27
Met	75 or more	78 or more	80 or more	82 or more
Almost Met	65 – 74	68 – 77	70 – 79	72 – 81
Not Met	64 or fewer	67 or fewer	69 or fewer	71 or fewer

College-sponsored events data will be updated each summer for the prior academic year.

**Stakeholder Groups** **Zak Boone**

Rationale for Indicator: Overall, engagement with key stakeholder groups enriches the professional experience of COCC staff, strengthens the college's ties to the community, and contributes to student success, workforce development, and regional prosperity in Central Oregon. By actively participating in these partnerships, COCC staff can make meaningful contributions to the College's mission and the communities we serve.

Definition: Key stakeholder groups for this indicator include the following 14 entities: OSU-Cascades, City Club of Central Oregon, Economic Development for Central Oregon (EDCO) and its regional offices (4), Bend/Redmond/Sunriver-LaPine/Sisters & Madras Chambers of Commerce (5), High Desert Education Service District (HDES), Central Oregon Intergovernmental Council (COIC) and East Cascades Works.

Targets: Active engagement with these groups should be a priority for the College and 85% or higher indicates ongoing, meaningful engagement with the above groups. "Active engagement" is defined as formal MOU's, active membership, board/committee representation by COCC staff/faculty or related commitments. Targets for this involvement are:

- Met: 85% or more of key stakeholder groups have COCC engagement
- Almost Met: 70 - 84%
- Not Met: Below 70%

Stakeholder group data will be updated each summer for the prior academic year.

**GOAL - WORKFORCE DEVELOPMENT: COCC develops and aligns educational opportunities with regional workforce needs and industry standards.**

**Workforce Development: Student Headcount and Completion**

Rationale for Indicator: The College's goal regarding workforce development demonstrates its commitment to preparing students who are ready to enter the regional workforce. With this, COCC will track headcount and completion rates in classes and programs that respond to the varying needs of our communities and regional partners.

Definition: This indicator is measured by the number of students enrolled in workforce classes or trainings and the number of students completing workforce programs; it includes both credit or noncredit offerings. Credit headcount and completion are those students in career and technical

education courses and program, while noncredit courses and programs are those defined as workforce development (examples include American Heart Association trainings, pre-apprenticeship courses, Small Business Development Center courses and trainings, and some Community Education courses).

**Targets:** COCC set its targets as an aggregate of all students taking and completing workforce programs. Targets are currently set for the 2024-25, but as the College refines its analysis of regional workforce needs, the action team will adjust targets to align with these findings. COCC will compare its targets to those of our standard Oregon comparator schools: Linn-Benton Community College, Rogue Community College, Southwestern Oregon Community College, Lane Community College, and Umpqua Community College. Demographic data will be available for credit students only (it is not collected for noncredit students) and the team will use this to analyze any achievement gaps and identify supports to reduce those gaps.

	Credit Course Student Headcount	Non-credit Course Student Headcount	Credit completion	Non-credit completion
Met (3 of 4 criteria)	increase by 2 percent (74 additional students)	increase by 2 percent (64 additional students)	increase by 2 percent (6 additional completions)	increase by 2 percent (90 additional completions)
Almost Met (2 of 4 criteria)	Increase by 1 percent	Increase by 1 percent	Increase by 1 percent	Increase by 1 percent
Not Met (0 or 1 criterion)	No increase	No increase	No increase	No increase

The workforce students indicator will be updated in July for the previous academic year.

**Workforce Offerings: Programs and Classes**

**Annemarie Hamlin**

**Rationale for Indicator:** Staying aligned with regional workforce needs requires adjusting programs or courses that train or upskill Central Oregon workers. As part of the College’s commitment to meeting regional workforce needs, COCC will track growth in new classes and programs that respond to the varying needs of our communities and regional partners.

**Definition:** This indicator will measure the addition of any new program as well as the expanding an existing program to a new location, such as nursing, medical assisting, and early childhood education in Madras. This includes credit and non-credit classes and programs. Aggregating all credit and non-credit offerings into one indicator is a recognition that serving workforce needs is the collective responsibility of the College.

**Targets:** Targets are measured against 2022 – 23 baseline data in which the College 88 degrees, certificates, and non-credit training certificates, and 885 standalone credit and non-credit workforce courses. Since this indicator is focused on growth of our offerings, data from our comparator institutions is not currently a factor in this work. Targets for 2025 – 26 and 2026 – 27 will be updated based on the results of regional needs analysis, tentatively scheduled for the 2024 – 25 academic year.

	2023-24	2024-25	2025-26	2026-27

Met	Add three	Add five	Add three	Add three
Almost Met	Add two	Add three	Add two	Add two
Not Met	Add one or none	Add one or none	Add one or none	Add one or none

The workforce offerings data will be updated in July for the previous academic year.

**GOAL – COLLEGE SUSTAINABILITY: COCC creates processes and systems to foster a high-quality and operationally sustainable work, learning, and natural environments.**

**Employee Awards, Recognitions and Professional Development Laura Boehme**

Rationale for Indicator: Employee responses to the 2021 Great Colleges to Work For (GCTWF) survey rated “employee awards and recognitions” indicated that the College needs to review its programs for acknowledging and honoring its employees. Research consistently shows that employee engagement, retention, and workplace culture are linked to personal recognition of employee contributions and performance and that employees who receive positive recognition are twenty times as likely to be engaged as employees who receive poor recognition. In order to help the College reach its goal regarding College Sustainability, intentional work on employee awards, recognitions, celebration and professional development is warranted.

Definition: The specific GCTWF question asked is “Our recognition and awards programs are meaningful to me,” with response options as Strongly Agree, Agree, Sometimes Agree/Sometimes Disagree, Disagree, Strongly Disagree, Not Applicable.

	2021 Results (baseline data)	2024 Results
Strongly Agree	12.9%	17.3%
Agree	24.3%	29.6%
Sometimes Agree/Disagree	35.2%	28.8%
Disagree	17.1%	14.6%
Strongly Disagree	10.5%	9.6%

Targets

- Met: 12% increase in Strongly Agree or Agree ratings
- Almost Met: 9% increase in Strongly Agree or Agree ratings
- Not Met: 5% increase in Strongly Agree or Agree ratings

The employee awards, recognitions, celebrations and professional development indicator will be updated the next time the GCTWF survey is administered (spring 2027).

**President’s Climate Leadership Commitment Michael LaLonde**

Rationale for Indicator: COCC will work with climate action plan specialists to conduct a climate action plan study in fall 2024 in support of the College’s sustainability goal. This study will give the College a long-range plan to achieve carbon neutrality, with recommendations on specific actions to achieve this

goal. The PCLC strategic plan action team will prioritize the activities based on capacity, personnel, budget and other resources. With this information, the College can then set future targets for its carbon emissions.

Definition: Greenhouse gas emissions (GhG) include a combination of carbon dioxide (CO<sub>2</sub>), methane (CH<sub>4</sub>), and nitrous oxide (N<sub>2</sub>O) gases emitted from electricity (44%), natural gas (25%), commuting (24%), refrigerant (5%), with the remainder from sources such as waste, fertilizer and purchased goods. Data is collected in therms, kilowatts, miles, and gallons, then converted into one standardized unit, MT CO<sub>2</sub>e (Metric Tons of Carbon Dioxide equivalent, MT CO<sub>2</sub>e).

Targets: COCC’s baseline greenhouse gas emissions (GhG) were measured at 10,036.92 MT CO<sub>2</sub>e during the 2022 inventory. Specific targets will be set once the climate action plan recommendations are complete, tentatively in late fall 2024.

The PCLC data will be updated in January of each year.

**Employee Retention**

**Laura Boehme**

Rationale for Indicator: Being aware of and managing employee retention involves strategic actions by COCC to keep employees motivated and focused so they elect to remain employed and fully productive for the benefit of the College. A comprehensive employee retention program can play a vital role in both attracting and retaining key employees, as well as in reducing turnover and its related costs. By tracking employee retention, the College can continue to make our organization attractive to new and existing employees.

Definition: Employee turnover rate is determined by taking the number of employees who left the College in a given fiscal year and dividing it by the average number of employees during that same time period. The average number of employees is determined by adding the number of employees at year start (July) and number of employees at year end (June) and dividing by two.

Targets

	2023-24	2024-25	2025-26	2026-27
Met	14% or less	14% or less	13% or less	12% or less
Almost Met	14 – 16%	14 – 16%	13 – 15%	12 – 13%
Not Met	16% or greater	16 or greater	15 or greater	13 or greater

Employee retention data will be updated in July for the previous academic year.

**REPORTING CALENDAR**

Most indicators will be updated annually, although the month in which they will be updated varies by indicator. The anticipated timeline is:

Goal	Indicator	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Student-Ready	Fall-to-Winter Retention												
	Fall-to-Fall Retention												
	Graduation Rate												
	Transfer Rate												
Access	Underrepresented Students							**					
	Online Courses & Programs												
	Penetration Rate												
	In-District Tuition & Fees												
Community Engagement	Stakeholder Groups												
	College-Sponsored Events												
Workforce Development	Students: Headcount & Completion												
	Offerings: Courses & Programs												
College Sustainability	Awards, Recognitions, etc.*												
	PCLC												
	Employee Retention												

\* The Great Colleges to Work For survey is administered every three years, with the next administration will be in winter 2027 and results in spring 2027.

\*\* COCC will have its data regarding underrepresented students in July of each year. However, the State has not yet identified when it will provide annual comparator data.

The College anticipates bringing updates to the Board on each goal, its indicators, and primary action projects based on the following schedule:

- Student-Ready College: October
- Access: December
- Community Engagement: February
- Workforce Development: April
- College Sustainability: June