Core Themes and Objectives

Economic Vitality

What does it mean?

One of LBCC’s main focuses is on driving economic vitality to benefit both its students and the region through providing an increase in student skill and capacity that is responsive to the needs of our regional employers and regional universities while providing opportunities to our completers. Strengthening connections are an important part of the campus direction insofar as members of our region should be able to see the return on investment that results from having LBCC as an active part of the community.

Meeting this challenge necessitates an understanding of what our students are learning within their programs while ensuring that our programs continue to offer what employers are asking for when they hire or what universities are expecting of our students when they enroll. Therefore, LBCC will engage in evaluative practices that extend from within our educational programs to students after completion and finally to regional businesses. These phases include: programmatic and course level outcomes and assessments; graduate follow-up studies and employee records; and business sector needs assessments, analysis of regional, state, and national data, and economic investment analyses.

Objectives

A. Graduates will meet industry standards by demonstrating mastery of technical skills and program learning outcomes.

B. Graduates of Career and Technical Education (CTE) programs will be employed in their field of study.

C. Graduates of transfer programs will be enrolled in four-year institutions.

D. Programs will respond to the changing needs of industry and community employers.

E. CTE graduates will have higher salaries, and the region will see a strong return on investment.
# Core Themes and Objectives

## Economic Vitality

### Definition of the “Triple-A” Goals

**Attainable Goal:** describes the baseline functioning of the campus; when LBCC falls below an attainable goal, it is failing against its own historical trend. This goal becomes a clear redline that calls for immediate and corrective interventions.

**Actionable Goal:** describes a clearly defined target for campus improvement over a relatively short time period (generally three to five years). These goals call for the campus to make changes towards a specified end, where the campus believes it has the necessary components and strategies that will allow it to reach this goal.

**Aspirational Goal:** describes a long-range desired outcome. While it may not be seen as eminently achievable, these goals must be a realistic outcome given sufficient effort and progress. For example, a 100% graduation rate would not be an aspirational goal (but rather unobtainable); however, doubling the graduation rate is reachable, albeit not likely in the immediate future.

### Overall Report Card

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Goals</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Graduates will meet industry standards by demonstrating mastery of</strong></td>
<td><strong>Attainable:</strong> CTE programs will evidence an 80% average success rate on their primary technical skills assessment.</td>
<td>⭐️</td>
</tr>
<tr>
<td>technical skills and program learning outcomes.</td>
<td><strong>Actionable:</strong> CTE programs will evidence an 80% average success rate on a secondary technical skills assessment.</td>
<td>⭐️</td>
</tr>
<tr>
<td></td>
<td><strong>Aspirational:</strong> Every CTE program will employ and improve based upon two assessment sources.</td>
<td>☠️</td>
</tr>
<tr>
<td><strong>B. Graduates of Career and Technical Education (CTE) programs will be</strong></td>
<td><strong>Attainable:</strong> 70% of CTE graduates will be employed in their field within nine months of graduation.</td>
<td>☠️</td>
</tr>
<tr>
<td>employed in their field of study.</td>
<td><strong>Actionable:</strong> 80% of CTE graduates will be employed in their field within nine months of graduation.</td>
<td>☠️</td>
</tr>
<tr>
<td></td>
<td><strong>Aspirational:</strong> 90% of CTE graduates will be employed in their field within nine months of graduation.</td>
<td>☠️</td>
</tr>
<tr>
<td></td>
<td>• More than 75% of CTE graduates employed in their field will start that employment within three months of graduation.</td>
<td>☠️</td>
</tr>
</tbody>
</table>
## Core Themes and Objectives

### Economic Vitality

#### Overall Report Card (cont…)

<table>
<thead>
<tr>
<th>Objectives</th>
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<th>Grade</th>
</tr>
</thead>
</table>
| **C. Graduates of transfer programs will be enrolled in four-year institutions.** | **Attainable:**
  - 75% of transfer graduates will enroll at a four-year institution within nine months of graduation. | ![star] |
|                                                                           | **Actionable:**
  - 80% of transfer graduates will enroll at a four-year institution within nine months of graduation.  
  - 80% of transfer programs will maintain annual meetings with the closest university partner and maintain accurate advising guides. | ![x] |
|                                                                           | **Aspirational:**
  - 90% of transfer graduates will enroll at a four-year institution within nine months of graduation. | ![x] |
| **D. Programs will respond to the changing needs of industry and community employers.** | **Attainable:**
  - Every CTE program will document the use of industry/community employer feedback as part of program review. | ![star] |
|                                                                           | **Actionable:**
  - CTE programs will engage in a secondary and tertiary employer/industry data collection. | ![x] |
|                                                                           | **Aspirational:**
  - Regional employers will report a preference for applicants with LBCC training over other education providers. | ![no_data] |
| **E. CTE graduates will have higher salaries, and the region will see a strong return on investment.** | **Attainable:**
  - 66% of CTE graduates will report that LBCC has improved their wage-earning capability and/or gained them a more satisfactory job. | ![star] |
|                                                                           | **Actionable:**
  - CTE graduates will experience statistically significant wage increase as compared to their prior-to-credential earnings. | ![no_data] |
|                                                                           | **Aspirational:**
  - Repeated economic analyses will show a steady growth in economic benefits provided to the community. | ![no_data] |

Legend

- ![star] All goals met
- ![triangle] Some goals met
- ![x] No goals met
- ![no_data] No data available

Last updated: October 23rd, 2015
## Economic Vitality

### Five-Year Progress Report

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Goal Levels</th>
<th>Goal Details</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>Trend*</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Attainable</td>
<td>CTE programs will evidence an 80% average success rate on their primary technical skills assessment.</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
<td></td>
<td></td>
<td>1, 2, 3, 4, 7</td>
</tr>
<tr>
<td></td>
<td>Actionable</td>
<td>CTE programs will evidence an 80% average success rate on a secondary technical skills assessment.</td>
<td>97%</td>
<td>97%</td>
<td>96%</td>
<td>95%</td>
<td></td>
<td></td>
<td>1, 2, 3, 4, 7</td>
</tr>
<tr>
<td></td>
<td>Aspirational</td>
<td>Every CTE program will employ and improve based upon two assessment sources.</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
<td>1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>B</td>
<td>Attainable</td>
<td>70% of CTE graduates will be employed in their field within nine months of graduation.</td>
<td>66%</td>
<td>56%</td>
<td>63%</td>
<td>63%</td>
<td>69%</td>
<td>↑</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Actionable</td>
<td>80% of CTE graduates will be employed in their field within nine months of graduation.</td>
<td>66%</td>
<td>56%</td>
<td>63%</td>
<td>63%</td>
<td>69%</td>
<td>↑</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Aspirational</td>
<td>90% of CTE graduates will be employed in their field within nine months of graduation.</td>
<td>66%</td>
<td>56%</td>
<td>63%</td>
<td>63%</td>
<td>69%</td>
<td>↑</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>More than 75% of CTE graduates employed in their field will start that employment within three months of graduation.</td>
<td>N/A</td>
<td>N/A</td>
<td>59%</td>
<td>66%</td>
<td>66%</td>
<td>↑</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Attainable</td>
<td>75% of transfer graduates will enroll at a four-year institution within nine months of graduation.</td>
<td>78%</td>
<td>76%</td>
<td>66%</td>
<td>72%</td>
<td>79%</td>
<td>↑</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Actionable</td>
<td>80% of transfer graduates will enroll at a four-year institution within nine months of graduation.</td>
<td>78%</td>
<td>76%</td>
<td>66%</td>
<td>72%</td>
<td>79%</td>
<td>↑</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80% of transfer programs will maintain annual meetings with the closest university partner and maintain accurate advising guides.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>↑</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Aspirational</td>
<td>90% of transfer graduates will enroll at a four-year institution within nine months of graduation.</td>
<td>78%</td>
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<td>66%</td>
<td>72%</td>
<td>79%</td>
<td>↑</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Attainable</td>
<td>Every CTE program will document the use of industry/community employer feedback as part of program review.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Actionable</td>
<td>Every CTE program will engage in secondary and tertiary employer/industry data collection.</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
<td>2, 3, 7, 11, 12</td>
</tr>
<tr>
<td></td>
<td>Aspirational</td>
<td>Regional employers will report a preference for applicants with LBCC training over other education providers.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>3, 11, 12</td>
</tr>
</tbody>
</table>

*a substantive trend requires a 3% or higher change between the first and the last years listed.*
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Five-Year Progress Report (cont…)

Data Sources

1) Technical Skills Assessment
Standardized assessments that allow comparison across a range of students, and where applicable, learning environments. Please visit the Technical Skills Assessment webpage for more information.

2) Advisory Committee Input
External review of content and methods employed within the program.

3) Institutional Program Learning Outcomes/Course SLOs
Annual review of how SLOs connect to the goals of the program as well as LBCC’s mission and core themes. Do they remain relevant, appropriate, and exhaustive of subject matter and representative of our mission?

4) Licensure/Certification Results
Administration and integration of examinations defining work within the field.

5) Periodic Program Review
Program review, including not only quantitative data on achievement but also data that explore qualitative feedback from students and employers.

6) Annual Indicator Review
In non-program review years, deans and department chairs are responsible for annual review of quantitative indicators, including enrollment within the program and course passage rate.

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<td>66% of CTE graduates will report that LBCC has improved their wage-earning capability and/or gained them a more satisfactory job.</td>
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<td>63%</td>
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<td>62%</td>
<td>66%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actionable</td>
<td>CTE graduates will experience statistically significant wage increase as compared to their prior-to-credential earnings.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aspirational</td>
<td>Repeated economic analyses will show a steady growth in economic benefits provided to the community.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

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Data Sources (cont…)

7) Faculty-led Research/Data Collection
Annual review of changing standards; department chairs and faculty have a duty to remain current on developments within their field to improve and expand assessment tools.

8) Graduate Follow-Up Survey
Descriptive and inferential statistical analysis on the annual Graduate Follow-Up, which occurs nine months post-graduation; questions include employment status, employment in their field, and time to employment. Please visit the Graduate Follow-Up webpage for more information.

9) National Student Clearinghouse (NSC) Data
NSC data to capture post-LBCC enrollment.

10) State/University Data on Transfer Student Success and Community College Transfer Rates
Deans and department chairs have a duty to regularly review course articulation and program overview for baccalaureate programs within their subject. A priority is placed on ensuring that students have at least one clear and smooth transition from LBCC to an OUS campus.

11) Employer Surveys
Statistical analyses on employers’ perspectives from employers on how our students are performing; outcomes sought include if our graduates “add value” to the work place and opportunities for professional growth (advancement) within the field.

12) Business Needs Assessment Process
Business needs assessment process is a sector wide study that can inform decision making by including a wider selection of sector stakeholders. Please visit the Business Industry Needs Assessments webpage for more information.

13) WIB, Oregon Employment Department, Federal Reports, and Wage Match Reports
State and federal data on employment and salaries; primary importance is state of Oregon wage match data, which will be used to compare student wages before and after completing their degree program.

14) Economic Analyses
Economic benefit studies can provide an understanding of what the campus is providing for the resources put into it.

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