**CENTRAL OHIO TECHNICAL COLLEGE**

**ACADEMIC PROGRAM REVIEW QUESTIONS**

**The Mission of Central Ohio Technical College:**

*To meet the technical education and training needs of students and employers in the area.*

**The Vision of Central Ohio Technical College:**

*To help our students build successful futures by engaging with our industries, communities, and employers to uncover opportunities that will address workforce needs, positively influence communities, and impact lives for decades to come.*

|  |
| --- |
| **Review Year:** 2023-2024 |
| **Academic Program Title (CIP):**  |
| **Lead Reviewer (Title):** |

Revised August 2023

Data entered December 2023, Office of Institutional Research and Effectiveness

**QUESTIONS about any of the data found in this report may be sent to** **COTCIRE@COTC.EDU****.**

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***The purpose of COTC’s academic program review*** is to engage faculty, academic deans, college administrators, and other key stakeholders in an objective, holistic, and strategic evaluation of the unit with the goal of maximizing student success and community economic development through continuous quality improvement, collaboration inside and outside the institution, and informed decision-making.

Successful reviews will identify and celebrate strengths of the academic unit while simultaneously unearthing barriers to meeting strategic goals which may be alleviated with internal process revisions, administrative policy review, institutional support, or other solutions. In addition, successful reviews will evaluate opportunities in local labor markets and assist in determining advancements in related professional fields that may be incorporated in the curricula. Finally, a successful review will cover external obstacles impacting the ability for the academic program to fulfill its mission.

COTC’s academic program review process is designed to be a holistic evaluation of the state of the academic program with the result of the processes being a functioning document that provides the unit a guiding, strategic framework meant to reinforce ongoing activities.

COTC’s academic program review process is designed to intentionally align with ongoing institutional priorities and activities of the academic unit, such as reporting to accreditors or state agencies, in order to maximize the benefit to academic programs, provide support for college initiatives, reduce the time of report development for faculty and staff, and enhance collaboration across the institution.

Data are embedded within this academic program review questionnaire and directly associate with the stated questions. Faculty, academic deans, business analysts, institutional research analysts, and other key stakeholders will be engaged throughout the process to ensure collaboration and informed decision-making.

The Higher Learning Commission, COTC’s regional accreditor, includes criteria related to academic program review in their assurance oversight of institutions which includes:

Criterion 4. Teaching and Learning: Evaluation and Improvement. Core Component 4.A.1. The institution maintains a practice of regular program reviews and acts upon the findings.

Criterion 4. Teaching and Learning: Evaluation and Improvement. Core Component 4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Criterion 5. Resources, Planning, and Institutional Effectiveness. Core Component 5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

All programs will present their assessment (Questions 11 & 12) and operational plan (Question #21) at the Assessment Roundtable at the end of the spring semester.

1. **Explain why the College offers the degree and/or certificate**

In your explanation, be sure to note

* the types of students served by the program (e.g., transfer students, students seeking local employment, tech prep students, displaced workers, and so on),
* the ways in which the program serves employers and/or the local community,
* the alignment of the program’s mission and vision with those of the College, and
* the extent to which the program helps to advance the goals outlined in the College's [Strategic Plan](https://www.cotc.edu/institutional-planning).

See **Tables 1 and 2** for data relevant to answering these questions.

## Response:

# **Graduate Post-COTC Activities**

In the last five years, how many of the graduates:

* found full-time employment related to the degree or certificate that they had earned at COTC?
* found part-time employment related to the degree or certificate that they had earned at the College?
* found part-time or full-time employment unrelated to the degree or certificate that they had earned at the College?
* transferred to a four-year school to complete a baccalaureate degree?

See **Table 3** for data relevant to answering these questions.

In addition, indicate how many of the students who did not graduate transfer to a four-year school to complete a bachelor’s degree.

See **Table 4** for data relevant to answering this question.

Describe and analyze any patterns or anomalies that you notice when you review the above data. What do you make of these patterns or anomalies? What actions should be taken for Continuous Quality Improvement (CQI)? How is this addressed in the assessment plan?

# **Enrollment**

Describe and analyze any patterns or anomalies noticed when reviewing the enrollment data for degree and certificate seeking students only. How are these addressed in the assessment plan?

See **Tables 1-3** for data relevant to answering these questions.

# **Graduate Outcomes**

During the past five years:

* how many students who started in the program attained completion?
* how many students started but did not (yet) finish?

Describe and analyze any patterns or anomalies noticed with respect to these completion numbers. How have these been addressed in the program assessment plan?

See **Table 4** for data relevant to answering these questions.

## Response:

# **Full-Time Faculty**

How many full-time faculty teach in the program?

# **Part-Time Faculty**

How many part-time faculty teach in the program, and what proportion of total sections of coursework did part-time faculty teach during the past academic year?

See **Table 5** for data relevant to answering these questions.

# **Staffing Discussion**

Considering factors such as faculty areas of expertise, the need for specific area expertise, and the present and projected needs of business and industry, please explain whether or not the program has sufficient full-time and part-time faculty.

## Response:

# **Program Costs**

What was the total cost of program/department during the past academic year?

* the total salary and benefits expenditure for full-and part-time faculty;
* the total operating budget expenditure; and
* the total of any additional costs (off-site facilities used primarily by the program; instructional equipment procured for the program; capital outlay for the program).

See **Table 6** for data relevant to answering these questions.

# **Operating Budget**

Does the program have the operating budget that it needs to have? Provide relevant, specific examples and evidence.

# **Budget Discussion**

Does the College provide adequate support for the program (financially, administratively, and so on)? Provide relevant, specific examples and evidence.

## Response:

# **Student Learning Assessment**

List the student learning outcomes for the program and explain how students demonstrate competence with respect to these outcomes. Be sure to describe the measures and analysis used in the assessment process. In addition, indicate, quantitatively, the student success rates for the student learning outcomes (e.g., “89% of the students successfully demonstrated competence for Student Learning Outcome #1”).

Attach a summary of assessment plans and reports for the past five years, along with the follow-up actions taken as a result of identifying student learning gaps. A comprehensive assessment plan may be submitted in lieu of a narrative to show data over past five years.

See **Table 7** for data relevant to answering these questions.

# **Assessment Planning and Discussion**

Using the past five-years’ assessment plans explain how and to what extent course- and program-level assessment has led to changes. How have faculty teaching or programmatic strategies changed in light of the information gleaned from course- and program-level assessments?

## Response:

# **Faculty Engagement in Curriculum and Assessment**

Explain part-time faculty engagement in curriculum and assessment work pertaining to the program/department.

# **Faculty Engagement in Student Recruitment**

Explain faculty engagement in recruiting students (e.g., visiting high schools and career centers, giving presentations to community groups, etc.). Provide examples.

# **Faculty Engagement in Student Retention**

Explain the program’s engagement in retaining students in college (e.g., engaging in academic intervention, advising, etc.).

## Response:

# **Faculty Professional Development**

Discuss professional development activities of the program/department faculty.

## Response:

# **Supporting the College’s Mission**

Explain how the program assists COTC in becoming the #1 technical college in the state.

## Response:

# **Labor Market Data**

Provide evidence, per regional, state, and national labor data, to support the degree and/or certificate. Please include employment, change in employment percent, projected openings, and median wage for each respective position related to the plan of study being reviewed.

See **Tables 8-10** for data relevant to answering these questions.

## Response:

1. **Program Justification**

What justifies the degree being offered? Be sure to cite specific, relevant evidence in support of your claims.

1. **Program Changes**

What changes should be made in order to strengthen the degree? Be sure to reference information provided in responses to the above items.

## Response:

1. **Operational Plan**

Given that the information requested during this review process is intended to be meaningful and useful for the purpose of continuous quality improvement of the program, prepare a workable, yearlong follow-up operational plan that will help ensure this continuous quality improvement.

This operational plan should indicate:

* specific activities and their reason for being undertaken,
* the names of persons responsible for overseeing an activity,
* the nature of the specified deliverables, and
* the timelines for completion of the activities.

# **Comments**

Please provide any other information or comments that are relevant to this review.

## Response:

# **Data Reference Tables**

## **Table 1: [PROGRAM ID]: Traditional Student Demographics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **18AU** | **19AU** | **20AU** | **21AU** | **22AU** |
| **Total Degree-Seeking** |  |  |  |  |  |
| Under 25 Years |  |  |  |  |  |
| Over 25 Years (SSI) |  |  |  |  |  |
| Male |  |  |  |  |  |
| Female |  |  |  |  |  |
| White |  |  |  |  |  |
| Black |  |  |  |  |  |
| Hispanic or Latino |  |  |  |  |  |
| Asian |  |  |  |  |  |
| Unknown Race |  |  |  |  |  |
| Two or More Races |  |  |  |  |  |
| Underrepresented Minority (SSI)\* |  |  |  |  |  |
| Part-Time\*\* |  |  |  |  |  |
| Full-Time\*\*\* |  |  |  |  |  |
| Average Registered Credits |  |  |  |  |  |
| First-Year\*\*\*\* |  |  |  |  |  |
| Second-Year\*\*\*\*\* |  |  |  |  |  |
| First-Time College Student (Admissions) |  |  |  |  |  |
| Transfer Student (Admissions) |  |  |  |  |  |
| New Entering Student @ COTC# |  |  |  |  |  |
| Continuing from Last 2 Semesters |  |  |  |  |  |
| Returning from Beyond 2 Semesters |  |  |  |  |  |
| Licking County |  |  |  |  |  |
| Knox County |  |  |  |  |  |
| Coshocton County |  |  |  |  |  |
| Franklin County |  |  |  |  |  |
| All Other Counties |  |  |  |  |  |

\* Hispanic/Latino, Black, Native American

\*\* <12 Semester-Registered Credit

\*\*\* ≥12 Semester-Registered Credits

\*\*\*\* <31 Total Completed Credits (any subject)

\*\*\*\*\* ≥31 Total Completed Credits (any subject)

# Includes both first-time and transfer students new to COTC in the reported semester

* SSI = State Share of Instruction, the State’s mechanism for distributing public dollars to institutions; Demographics marked “SSI” are included in some aspects of calculating subsidy.
* First-Time College & Transfer Student (Admissions) = Code applied to record at time of student entrance to the institution defining prior college attendance on transcript.
* Data sourced from 15th Day Demographics, Admissions, and HC-FTE Reports.
* Percentages may not equal 100% due to rounding.

## **Table 2:** **[PROGRAM ID]: College Credit Plus High School Options**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **18AU** | **19AU** | **20AU** | **21AU** | **22AU** |
| **Total Non-Degree/Certificate** |  |  |  |  |  |
| CCP-A |  |  |  |  |  |
| CCP-B |  |  |  |  |  |
| CCP-C |  |  |  |  |  |

* Sum of options may exceed unduplicated count due to students enrolled between options.
* CCP-A = At HS with HS Instructor
* CCP-B = At HS with COTC Instructor
* CCP-C = At COTC with COTC Instructor
* Data sourced from 15th Day HC-FTE Reports.

## **Table 3: [PROGRAM ID]: Completion, Employment, and Transfer**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| **Total Grads** |  |  |  |  |  |
| **Survey Respondents** |  |  |  |  |  |
| Employed\*\* |  |  |  |  |  |
| Field Related to Degree |  |  |  |  |  |
| Field Unrelated to Degree |  |  |  |  |  |
| Transferred, Completed Bach |  |  |  |  |  |

\*\* Full- or Part-Time after certificate/degree completion.

* COTC’s Office of Career Development and Office of Institutional Research and Effectiveness collaborates to manage the Graduate Follow-up Survey and reports an aggregate figure for those responding as employed full- or part-time. The survey is administered to graduate classes within 1-month after commencement.
* The “employed” count and rate is based on survey respondents, only, and not the total graduates count.
* Employed in/out of field is based on survey respondents, only.
* The “transferred to complete a bachelor’s degree” count and rate is based on the total graduates as records can be retrieved from the National Student Clearinghouse – Student Tracker independent of graduate surveying. Records as of autumn 2022 and are cumulative, meaning that earlier cohorts have had more time to transfer and finish a bachelor’s degree than later cohorts. The figure excludes those who have transferred but not completed at least a bachelor’s degree.

## **Table 4: [PROGRAM ID]: Cohort Completion Rates**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **15AU** | **16AU** | **17AU** | **18AU** | **19AU\*\*\*** |
| **Cohort Headcount\*** |  |  |  |  |  |
| **3-Year Program Completion Rate\*\*** |  |  |  |  |  |
| Male (% of cohort) |  |  |  |  |  |
| **Male 3-Year Rate (%)** |  |  |  |  |  |
| Female (% of cohort) |  |  |  |  |  |
| **Female 3-Year Rate (%)** |  |  |  |  |  |
| Under 25 Years~ (% of cohort) |  |  |  |  |  |
| **Under 25 3-Year Rate (%)** |  |  |  |  |  |
| Over 25 Years~ (% of cohort) |  |  |  |  |  |
| **Over 25 3-Year Rate (%)** |  |  |  |  |  |
| White (% of cohort) |  |  |  |  |  |
| **White 3-Year Rate (%)** |  |  |  |  |  |
| Underrepresented Minority (SSI)^  |  |  |  |  |  |
| **Underrepresented Minority 3-Year Rate (%)** |  |  |  |  |  |
| PELL-eligible (% of cohort)` |  |  |  |  |  |
| **PELL-eligible 3-Year Rate (%)** |  |  |  |  |  |
| Non-PELL (% of cohort) |  |  |  |  |  |
| **Non-PELL 3-Year Rate (%)** |  |  |  |  |  |
| **Completions past 3-Years (same program)** |  |  |  |  |  |
| **All Non-Completers (same program)** |  |  |  |  |  |
| **All-Time Completion Rate (any program)#** |  |  |  |  |  |
| **Non-Graduate, Completed Bachelor’s Degree** |  |  |  |  |  |

\* Cohort Headcount is a subset of term-enrollees; Only those students who started at COTC in the term being analyzed for the specific program being analyzed. This excludes students with past enrollments at COTC in the program or any other program so that true completion rates can be evaluated.

\*\* A common measure for 2-year institutions, the 3-Year Program Completion Rate, also known as the 150% Graduation Rate, divides the number of students who graduated from the specific program within 3-years of their start term by the starting Cohort Headcount.

\*\*\* Autumn 2019 Cohort is the latest starting cohort to have 3-years for evaluation.

~ Age at Cohort Start; Based on State Share of Instruction (SSI) category. See Q1 footnotes for SSI definition.

^ Based on State Share of Instruction (SSI) category of Hispanic/Latino, Black, Native American. See Q1 footnotes for SSI definition.

# Earlier cohorts of students have had more time than later cohort to finish programs. Includes any/all degree/certificates. Source: Cohort Retention and Completion by Program.

` PELL-eligible on record for any time at COTC; Utilized in SSI. See Q1 footnotes for SSI definition.

* Non-graduates are defined as having not completed any program at COTC and not registered for any future semester at COTC; Data sourced from National Student Clearinghouse – Student Tracker as of January, 2023. Rate is calculated by dividing the number of bachelor’s degree completers by the cohort headcount less the All-Time Completers;
* Data sourced from Graduate Cohort Completion Rates Tables.

## **Table 5: Faculty and Section Data: [PROGRAM SUBJECT]**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **18AU** | **19AU** | **20AU** | **21AU** | **22AU** |
| **Total Teaching Faculty\*** |  |  |  |  |  |
| **Total Sections Taught** |  |  |  |  |  |
| **Total Credits Taught\*\*** |  |  |  |  |  |
| **Total Enrollments~** |  |  |  |  |  |
| **Average Enrollment per Section^** |  |  |  |  |  |
| **Full-Time Faculty** |  |  |  |  |  |
| Full-Time Sections` |  |  |  |  |  |
| Full-Time Credits`` |  |  |  |  |  |
| **Part-Time Faculty** |  |  |  |  |  |
| Part-Time Sections` |  |  |  |  |  |
| Part-Time Credits`` |  |  |  |  |  |

\* Total faculty, sections, and credits include any sections taught in the high school with high school adjunct instructors for the specified academic program course subject code

\*\* Enrollments times Course Minimum Credits

~ Total Enrollments is a duplicated headcount (i.e. seats occupied) and counts each student each time they’re enrolled in a section of the specified subject

^ Average Enrollment per Section = Total Enrollments ÷ Total Sections Taught

` Sum of FT and PT sections may exceed total due to > 1 instructor per section

`` Sum of FT and PT credits may exceed total due to > 1 instructor per section

* Course enrollments include student both in- and out-of the specified program
* All data include College Credit Plus in addition to regular COTC offerings
* Sourced from ODHE-HEI Section Taught files

## **Table 6: [PROGRAM TITLE] Gross Margin Index (GMI), FY 2022**

**Narrative for the Gross Margin Index (GMI)**

**Comparison for FY 2022**

The basis for this comparison is the actual enrollment and associated financial data of the course clusters and programs recognized within **[PROGRAM TITLE]** of Central Ohio Technical College for FY 2022. This comparison shows the relationship of the data between the academic program, academic division and the institution as a whole. Listed below are descriptions of the individual components of the presentation.

**State Subsidy:**

This calculation multiplies the annualized subsidy eligible FTE by the model cost reimbursement level identified within the Ohio Department of Higher Education State Share of Instruction formula.

**Tuition:**

This calculation multiplies the annualized subsidy eligible FTE by the per FTE institutional average rate of tuition and fees for FY 2022.

**Direct Expenses:**

These figures are taken from the financial data used in preparation of the FY 2022 financial statements and represent the direct expenses related to the academic department or program including faculty costs, student wages, supplies, travel, non-capitalized equipment, etc.

**Overhead:**

These figures represent all other institutional costs of the institution for FY 2022 and for this presentation are spread back to all academic departments based on an aggregate total calculation of 112% of total direct instructional expenses. These costs include unallocated instruction, academic support, student services, institutional support, and facilities. The overhead rate does not include any depreciation or capital project costs.

**Gross Margin Index:**

The GMI is calculated by dividing direct revenue by direct expense and represents the academic program’s ability to cover direct departmental costs as well as contribute to the overall indirect expenses of the institution.

## **Table 7: [PROGRAM SUBJECT] Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2017-18\*\*** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| **Enrollments\*** |  |  |  |  |  |
| **Withdraws Rate** |  |  |  |  |  |
| **Retention Rate** |  |  |  |  |  |
| **Subject Overall Success Rate^** |  |  |  |  |  |
| **Physical Course Enrollments** |  |  |  |  |  |
| Physical Course Withdraw Rate |  |  |  |  |  |
| Physical Course Retention Rate |  |  |  |  |  |
| Physical Course Success Rate |  |  |  |  |  |
| **Online Course Enrollments** |  |  |  |  |  |
| Online Course Withdraw Rate |  |  |  |  |  |
| Online Course Retention Rate |  |  |  |  |  |
| Online Course Success Rate |  |  |  |  |  |
| **100-Level Enrollments** |  |  |  |  |  |
| 100-Level Withdraw Rate |  |  |  |  |  |
| 100-Level Retention Rate |  |  |  |  |  |
| 100-Level Success Rate |  |  |  |  |  |
| **200-Level Enrollments** |  |  |  |  |  |
| 200-Level Withdraw Rate |  |  |  |  |  |
| 200-Level Retention Rate |  |  |  |  |  |
| 200-Level Success Rate |  |  |  |  |  |
| **SEE ADDITIONAL SPREADSHEET FOR COURSE-BY-COURSE DATA** |

\* Enrollments are a duplicated count of all students on the course 15th day (i.e. seats occupied at course census); A student is counted in each course they’re enrolled; Students both in- and out-of program are included; College Credit Plus is included along with regular COTC offerings

\*\* Academic year is Summer-Autumn-Spring

^ “Success” is defined as course grade of “C or Better (or S)” and the rate is calculated by dividing the total number of “C or Better (or S)” grades by the number of retained students

* Sourced from Enrollments and Course-Success by Subject

# **[PROGRAM TITLE] Supply-Demand Data**

**Completions and Industry & Occupational Projections, OHIO, 2018-2028**

**[PROGRAM ID & TITLE]**

 **CIP:**

 **SOC:**

## **Table 8: Supply Indicators**

|  |
| --- |
| **Program Completers by Degree Level (2018 - 2019)     Ohio** |
| **CIP Code** | **Program Title** | **Cert1** | **Cert2** | **Assc** | **Assc+** | **Bach** | **CertB** | **Mast** | **CertM** | **Doct** | **Total** |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |   |  |  |  |  |  |  |  |  |  |  |
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## **Table 9: Institutions Producing Associate Degrees**

|  |
| --- |
| **[PROGRAM CIP & TITLE] (Ohio)** |
|  | **Market Share** | **Program Completers** |
|  |  | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** |
|  | **Institution** | **M** | **W** | **Total** | **M** | **W** | **Total** | **M** | **W** | **Total** | **M** | **W** | **Total** | **M** | **W** | **Total** |
| **Associate's degree** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

 **COTC Market Share of Associate Degree Graduates:**

 **2015-16 =**

 **2016-17 =**

 **2017-18 =**

 **2018-19 =**

 **2019-20 =**

## **Table 10: Demand Indicators**

|  |  |  |
| --- | --- | --- |
|  | **Ohio** | **United States** |
| **SOC Code** | **Occupation** | **Growth Rate2018-28** | **Median AnnualWage** | **Typical Education** | **Work Experience** | **Typical Training** | **Pct SelfEmpl** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

|  |
| --- |
| **Occupational Projections      Ohio** |
|  | **Employment** | **Change 2018-28** | **Average** |
| **SOC Code** | **Occupation** | **Base 2018** | **Proj 2028** | **Number** | **Percent** | **Annual Openings** |
|  |  |  |  |  |  |  |

|  |
| --- |
| **Wage Trends (Median)      Ohio** |
|  | **Median Annual Wage** | **Change** |
| **SOC Code** | **Occupation** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015 to 2019** |
|  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Benchmarks for Wage Trends(all occupations)** | **2015** | **2016** | **2017** | **2018** | **2019** | **Change2015 to 2019** |
| Ohio Median Wage | $35,030 | $35,760 | $36,500 | $37,360 | $38,560 | 10.1%  |
| Ohio Mean Wage | $44,750 | $45,930 | $46,950 | $48,220 | $49,430 | 10.5% |
| Ohio Mean Wage RSE | 0.5% | 0.5% | 0.6% | 0.5% | 0.5% |  |
| National Median Wage | $36,200 | $37,040 | $37,690 | $38,640 | $39,810 | 10.0% |
| National Mean Wage | $48,320 | $49,630 | $50,620 | $51,960 | $53,490 | 10.7% |
| National Mean Wage RSE | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% |  |
| National Consumer Price Index C-CPI-U | 135.4 | 136.6 | 139.0 | 141.8 | 144.0 | 6.4% |

- Source: Integrated Postsecondary Education Data System (IPEDS) Program Completions, 2015-16 to 2019-20

- Source: Economic Development and Employer Planning System (EDEPS) via U.S. Department of Labor, Bureau of Labor Statistics (USDOL-BLS), Occupational Characteristics, Ohio, 2018-2028

# **Additional Data**

## **Table 11: [PROGRAM ID]: Term-to-Term Retention of Students**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **17AU** | **18AU** | **19AU** | **20AU** | **21AU** |
| **Starting Cohort\*** |  |  |  |  |  |
| Graduated Prior to Remeasure\*\* |  |  |  |  |  |
| Returned Next Spring (any program)\*\*\* |  |  |  |  |  |
| Returned Next Spring (study program)\*\*\* |  |  |  |  |  |
| Graduated Prior to Remeasure\*\* |  |  |  |  |  |
| Returned Next Autumn (any program)\*\*\* |  |  |  |  |  |
| Returned Next Autumn (study program)\*\*\* |  |  |  |  |  |

\* This is the same start cohort as seen under the graduation rates section (Q4).

\*\* Completing a credential prior to the retention point can explain why a student didn’t return.

\*\*\* Based on census capture.

## **Table 12: [PROGRAM ID]: Early Momentum Metrics (Achieving the Dream)**