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Spring 2018

The Office of Institutional Research and Effectiveness Newsletter

measuring, monitoring, and informing decisions

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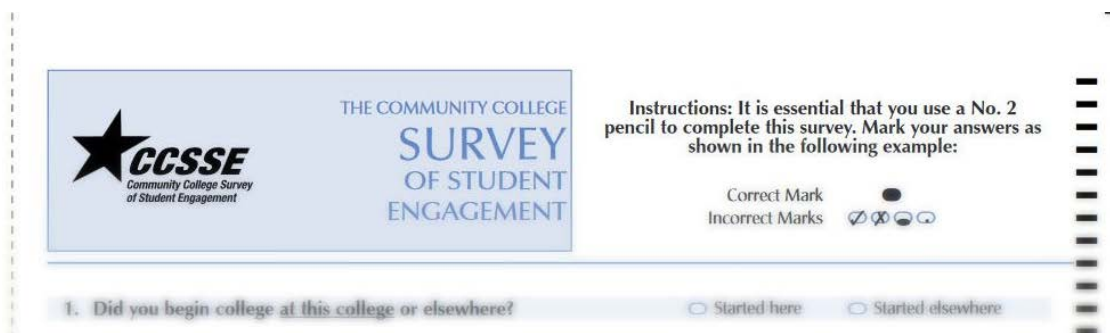
CCSSE
Community College Survey
of Student Engagement

Student Engagement Surveying to Start Soon!

This semester, COTC will be conducting its third administration of the Community College Survey of Student Engagement (CCSSE). Administered by the Office of Institutional Research and Effectiveness (IR&E), this questionnaire provides current students with an opportunity to share feedback on a variety of college support services such as financial aid, academic advising, and career development.

Backed by research of effective, high-impact student retention and engagement activities, CCSSE serves COTC as one method of assessing its student engagement program, and allows for the identification of strength and weaknesses based on current student feedback, including benchmarking to the national cohort and institutional peer groups.
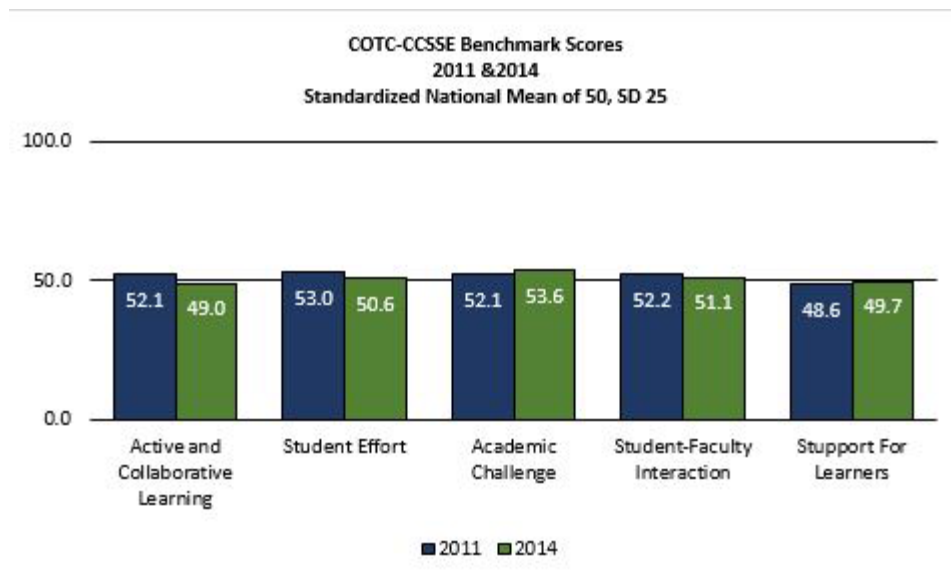
Survey administration is anticipated to begin Monday, March 19, 2018, following spring break. The sampling process requires IR&E to send a course list to The Center for Community College Student Engagement by Friday, January 19, which they use to select courses. Faculty of the selected courses will be contacted shortly thereafter with requests for scheduling. IR&E is aware that taking time out of courses to assist with survey administration is challenging given limited time to cover material, and therefore is flexible with scheduling in order to have a limited impact on course-time-lost.

COTC has participated in the Community College Survey of Student Engagement (CCSSE) twice before, in 2011 and 2014. In each year, we interacted with over 500 students from a broad mix of course-subjects and academic programs including accounting, biology, chemistry, computer information, culinary, digital media, education, engineering, English, fire, human services, law enforcement, math, nursing, philosophy, psychology, sociology, and speech.

Questions focusing on similar topics are grouped together into what are called 'Benchmark Areas,' and scored to allow for quick analysis against the national cohort and peer groups. The Benchmark Areas are: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners.

Here are COTC's scores for 2011 and 2014. The Center standardizes the national scores at 50, so our scores of 50 or greater meet or exceed the national average, while scores under 50 don't.

COTC-CCSSE Benchmark Scores
2011 &2014
Standardized National Mean of 50, SD 25

Benchmark	2011	2014
Active and Collaborative Learning	52.1	49.0
Student Effort	53.0	50.6
Academic Challenge	52.1	53.6
Student-Faculty Interaction	52.2	51.1
Stupport For Learners	48.6	49.7

The Center also produces special-focus reports addressing major research questions. In 2017, they released two reports:

Making Ends Meet: The Role of Community Colleges in Student Financial Health

Even ONE Semester: Full-Time Enrollment and Student Success

Finally, the 2017 survey instrument may be found here, and frequently asked questions and responses may be found here.

Thank you in advance for your assistance and cooperation in this important research function for the college! To learn more about the Center, CCSSE, and COTC's administration, visit www.ccsse.org/center/ or contact Joe Argiro at argiro.1@cotc.edu.

Results from the 2017 COTC Survey of Industry and Employers

The mission of Central Ohio Technical College (COTC) is "to meet the technical education and training needs of students and employers in the area." In support of this mission and the institutional charter which states the institution will seek "the advice and counsel of advisory committees and other business leaders," COTC recently administered an updated, electronic Survey of Area Industry and Employers.

A major advancement of the updated instrument was the ability for employer-respondents to select the occupations which they supervise, and, if they identified as currently supervising COTC graduates, the academic program related to that that occupation's technical education learning outcomes. This way, we can tie general and technical learning outcome responses back to academic program for use in accreditation self studies and academic program reviews.

The survey asked employer-respondents to project positive and negative changes they think will impact their industry in the next 1-2 years, skill deficiencies in new-hires, and, if identified as currently supervising COTC graduates, their satisfaction with their performance down to technical-level skills.

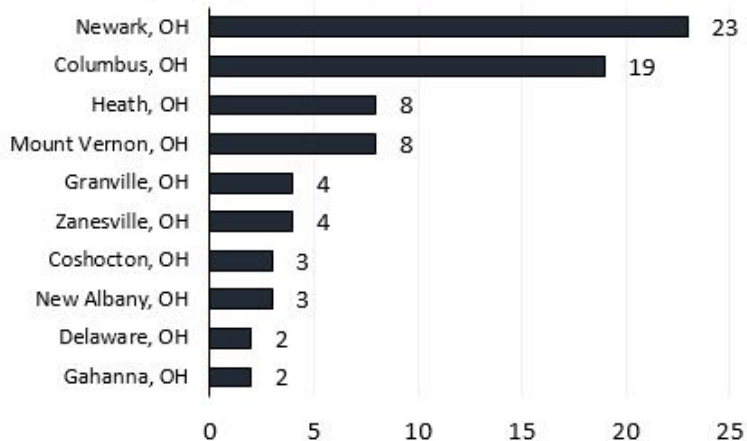Here are some of the results from the full respondent data set:

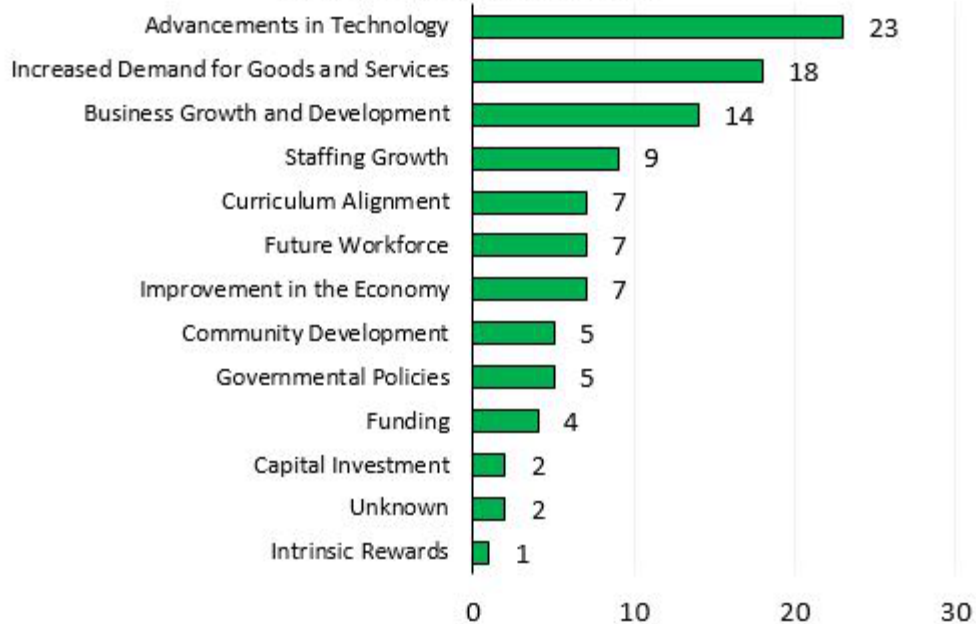**Respondent's Reported Industry**
N = 91

Industry	Count
Healthcare	19
Manufacturing	14
Other	11
Social Services	7
Public Safety	7
Professional & Business Services	7
Construction	5
Public Administration (Local, State, Federal)	4
Information Technology	4
Transportation & Warehousing	3
Finance & Insurance	3
Education & Child Development	3
Wholesale & Retail Trade	2
Utilities	1
Real Estate, Rental, & Leasing	1

Location of Respondent - Frequency
N = 91 (only top-10 shown)

Location	Count
Newark, OH	23
Columbus, OH	19
Heath, OH	8
Mount Vernon, OH	8
Granville, OH	4
Zanesville, OH	4
Coshocton, OH	3
New Albany, OH	3
Delaware, OH	2
Gahanna, OH	2

Positive Impact on your Industry in 1-2 Years?
N = 91 / Total responses = 104

Category	Value
Advancements in Technology	23
Increased Demand for Goods and Services	18
Business Growth and Development	14
Staffing Growth	9
Curriculum Alignment	7
Future Workforce	7
Improvement in the Economy	7
Community Development	5
Governmental Policies	5
Funding	4
Capital Investment	2
Unknown	2
Intrinsic Rewards	1

Negative Impact on your Industry in 1-2 Years?
N = 91 / Total Responses = 96

Category	Value
Lacking Qualified Staff	27
Decreased Revenue, Funding Streams	15
Political/Regulatory Uncertainty	14
Increased Competition	9
Substance Abuse	8
Staff Retention	7
Aging Workforce	3
Interpersonal Skills of Staff	3
Cost Cutting	2
Maintaining Growth	2
Unknown	2
Increased Labor Costs	1
Increased Materials Costs	1
Negative Press	1
None	1

What One Skill is Most Lacking in New Employees?
N = 91 / Total responses = 103

Skill	Responses
Job-specific Skills and Certifications	29
Communication Skills	17
Problem Solving, Critical Thinking	15
Work Ethic	15
Professionalism	9
Ownership of Work	8
Assorted Soft Skills (other)	6
Desire to Advance Career	2
Application of Learning	1
Self-Motivation	1

IR&E is currently working with Derek Thatcher, Manager of Career Development, to summarize the occupation/program-specific responses to distribute to programs for accreditation self studies and academic program review. We plan to administer again in the summer of 2018.

Results from the 2014 Employer Survey and Key Findings from recent Graduate Surveys can be found here.

Please contact Derek at thatcher.42@cotc.edu with any questions.

2017-18 Academic Program Review

The academic programs on the review schedule for 2017-18 are:

- Developmental Education
- Engineering Technology
- Health Services Technology
- Manufacturing Engineering Technology

Reports generated by the Office of Institutional Research and Effectiveness (IR&E) provide data on student demographics, student-types, subject and course enrollments, course outcomes, technical credits earned, program completion rates, and program transfer rates. Ad hoc reports are generated as additional questions are spurred.

Under the leadership of Dr. Lauri White from the Office of Academic Affairs, we will be meeting with faculty early in spring semester to review data and answer questions.

The schedule and program review questionnaire can be found at the bottom of the Institutional Effectiveness webpage. IR&E looks forward to working with all programs to produce meaningful, accurate reviews in support of academic program continuous quality improvement!

League for Innovation in the Community College Nomination and Award

In December, 2017, Joe Argiro, Resource Planning Analyst with the Office of Institutional Research and Effectiveness, was notified of a nomination and selection for the League for Innovation in the Community College's 2017 John & Suanne Roueche Excellence Award. Whitney Reese, Radiology Clinical Coordinator/Instructor, and Kim Manno, Interim Director, Office of Development, were also nominated and selected for the award. Congratulations!

The award "celebrates the outstanding contributions and leadership by community college faculty and staff."

"I am proud to work at Central Ohio Technical College with a group of distinguished faculty. I am truly honored to be chosen for this prestigious award. I am grateful for the opportunity to share my knowledge and passion for the profession and pay it forward to the next generation," shared Instructor Reese.

"I'm humbled and honored by the selection," says Argiro. "There are so many innovative, deserving faculty and staff at COTC that could have been chosen. I'm also aware that my success is due to the great efforts of so many others at COTC. This award is really a showcase of our collective efforts."

Kim Manno added "I feel so lucky to be able to work with such generous community members who support the college and our students by donating their time, talent, and resources. To be recognized for doing a job I love is pretty incredible."

Joe, Kim, and Whitney plan on attending the Innovation Conference in National Harbor, MD, March 18-21, 2018.

In The Know - Spotlight on 2-Year Cohort Outcomes

Modeled off the American Association for Community College's Voluntary Framework for Accountability, COTC compiles student outcome data across a variety of metrics in order to assist with tracking student progress and completion.

The data are collected for 3 cohorts each year:

- main cohort of all new students to the institution (new-to-college and transfer-in, full- and part-time),
- credential seeking cohort (subgroup of the main cohort earning certain credit hours by the end of year 2, full- and part-time), and

first-time in college cohort (subgroup of the main cohort having never attended college prior to starting at COTC, full- and part-time).
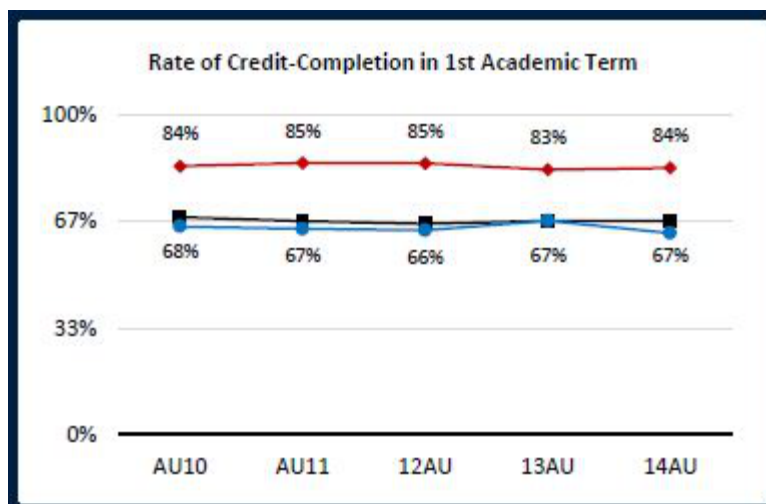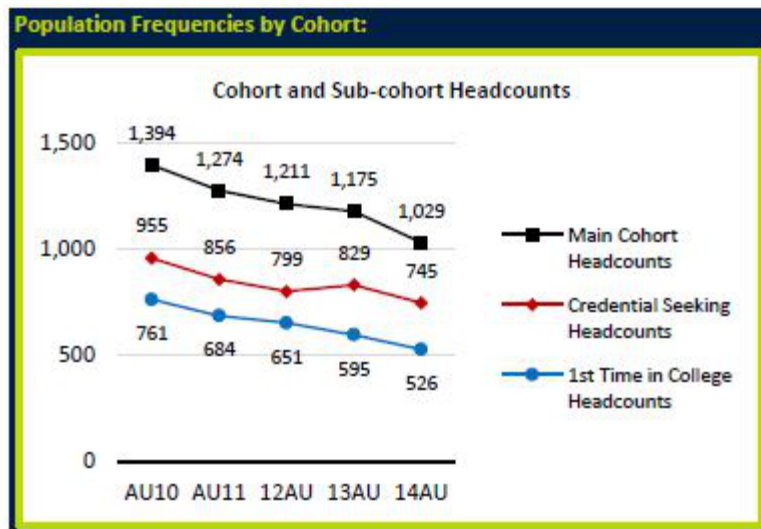
Measurements are taken at the end of the second year of the cohort (unless otherwise noted):

- credit hours attempted vs. completed at end of term 1,
- credit hour thresholds reached at various points in career,
- fall-to-next-term retention,
- completed degree or certificate at end of year 2,
- transferred to another 2- or 4-year institution by end of year 2,
- retained at end of year 2, and
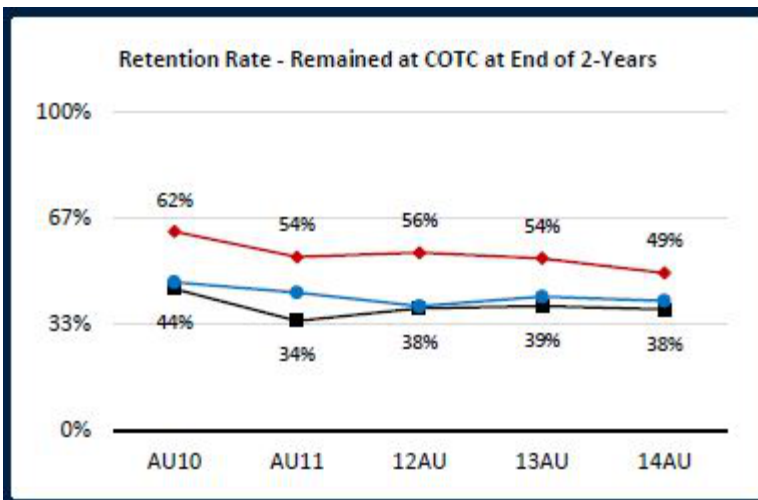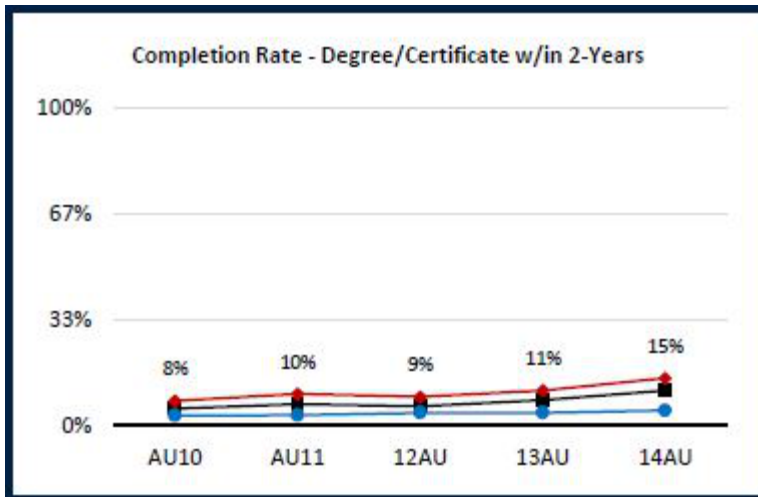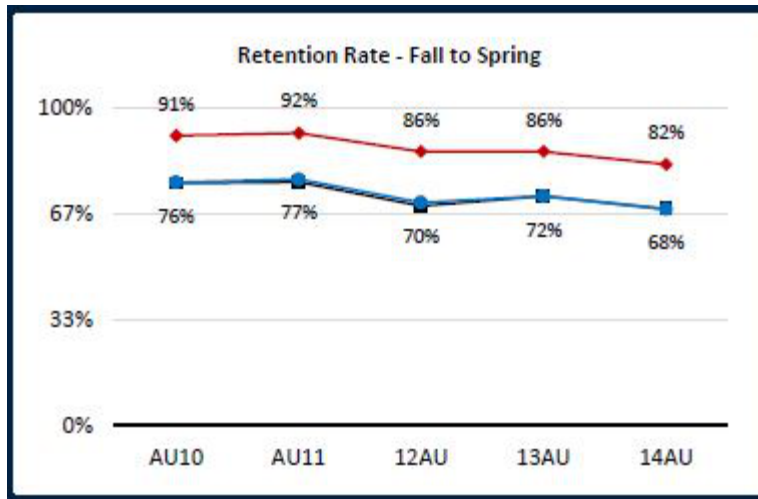- credit hours attempted vs. completed at end of year 2.

The data break down further by student race, gender, age, socioeconomic status (determined by PELL reception), preparation for college-level courses, and enrollment status of full- or part-time.

These data serve as one way to track equity in outcomes over time, for various student subgroups. Selected metrics are displayed below.

Contact cotcire@cotc.edu for more information!

Population Frequencies by Cohort:

Cohort and Sub-cohort Headcounts

Main Cohort Headcounts: 1,394 (AU10), 1,274 (AU11), 1,211 (12AU), 1,175 (13AU), 1,029 (14AU)
Credential Seeking Headcounts: 955, 856, 799, 829, 745
1st Time in College Headcounts: 761, 684, 651, 595, 526

Rate of Credit-Completion in 1st Academic Term

Red line: 84% (AU10), 85% (AU11), 85% (12AU), 83% (13AU), 84% (14AU)
68%, 67%, 66%, 67%, 67%

Retention Rate - Fall to Spring

Completion Rate - Degree/Certificate w/in 2-Years

Retention Rate - Remained at COTC at End of 2-Years

Data

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Student Demographic Statistics

Term-to-Term Admissions

Degrees Granted by Year

Economic Impact

Institutional Effectiveness & Program Review

More

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MISSION:

The Office of Institutional Research and Effectiveness will provide accurate, timely, and appropriate information to the College leadership, community, and external audiences. IR&E will work collaboratively with institutional constituencies in support data informed decision making and furthering the College's mission.

VISION:

The Office of Institutional Research and Effectiveness will be the primary source for accurate, timely, and appropriate information about the institution. IR&E will promote a culture of data-informed planning and decision-making, and by doing so become the preeminent IR&E office among Ohio's technical colleges.

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