During spring semester 2014, COTC administered the Community College Survey of Students Engagement (CCSSE) to more than 500 students from a sample of more than 60 course-sections meeting on all physical COTC campuses\(^1\).

Results from the survey are grouped into five benchmark areas. Benchmark areas are broad areas of focus made up of relevant questions from throughout the student survey. For example, one question within the "Student Effort" benchmark asks respondents to indicate the frequency in which they use computer labs. The following graph displays the 2014 CCSSE benchmark scores for COTC along with comparison groups consisting of Ohio colleges and small colleges from the sample\(^2\).

The point of this analysis is to observe which areas meet or exceed the standard cohort mean\(^3\):

![Chart showing benchmark scores for COTC, Ohio Colleges, and Small Colleges.]

Respondent demographics generally mirror the spring semester 2014 student body\(^4\), though two differences were observed in other characteristics: The percent indicating full-time enrollment was greater than the percent reported by IR & E for 145P (58% to 25%, respectively), and an examination of the reported academic programs shows that Health, Advertising, and Information Technologies, and Pre-Admission Programs had greater representation than other programs\(^5\).

The Center for Community College Student Engagement recommends using the results to establish standards of engagement, identify areas requiring attention, and track institutional progress over time.

### Advancing Access to Institutional Data

IR & E has been working with Information and Technology Services (ITS) to advance two projects that will increase the ability for COTC personnel to access and utilize institutional data, all in support of data-based decision-making.

#### myCOTC & Team Site Transition:

Recently, IR & E met with Carol Henry, ITS Application Support Specialist, to discuss advancing the use of the myCOTC & Team Site. The team site is designed to allow easy access and secure web-based application for users from across COTC to get the information they need to conduct efficient operations. Though still early in planning, it is anticipated that the team site will replace IR & E presence on the L-drive. More information will be shared in future communications.

#### Reporting & Operating Analytics:

Progress is being made in COTC’s shift to Colleague\(^6\) Reporting and Operating Analytics, a self-service reporting application which allows end-users within an organization to access and update business intelligence information when they need it. At this time, reports aligning with frequently submitted data requests have been posted as part of a pilot program and those users will be contacted in the near future about training. The shift to self-service reports allows IR & E to focus on other effectiveness projects and better meet the needs of all constituents.

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1. Guidelines for determining course-section sample are found at http://ccsse.org/aboutsurvey/sampling.cfm.
2. Ohio colleges participating in any year between 2012, 2013, and 2014 (n = 23); Small colleges are those with total institutional enrollment < 4,500 at time of administration (n = 696).
4. Age range, gender, and race. Reported programs of respondents compared to the course-section master file submitted to CCSSE for use in drawing sample.
5. For more information, visit www.flaticon.com, created by www.freepik.com.