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## The Office of Institutional Research and Effectiveness Newsletter

*Measuring, Monitoring, and Informing Decisions*

January 11, 2016

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### [What is Institutional Effectiveness?](#)

Dr. Terri Manning, Founder and Director of the [Center for Applied Research](#) at Central Piedmont Community College which produces the [Institutional Effectiveness Institute](#), describes institutional effectiveness as “a set of ongoing and systematic institutional processes and practices that include planning, the evaluation of programs and services, the identification and measurement of outcomes across all institutional units (including learning outcomes and instructional programs) and the use of data and assessment results to inform decision-making. All of these activities are accomplished with the purpose of improving programs, services, student success and institutional quality.”

At COTC, we're advancing institutional effectiveness in a number of ways. At the college level, the Office of Institutional Research and Effectiveness (IR & E) tracks data returned from the [Integrated Postsecondary Education Data System](#), the [Higher Education Information System](#), the [National Community College Benchmarking Project](#), Two-Year Cohort Outcomes Measures, the [Community College Survey of Student Engagement](#), the [Survey of Entering Student Engagement](#), and Key Performance Indicators. At the departmental level, IR & E tracks Certification, Licensure, and Registry Pass Rates in Nursing and Allied Health Technologies, reports data for use during programmatic accreditation self-studies, monitors changes in accreditation statuses, and plays a role in data reporting during academic program review.

These systematic processes help ensure that COTC is engaged in continuous quality improvement and support our collective effort to be recognized as Ohio's premier technical college focused on student success as well as for excellence in workforce development and technical education.



## Research Projects from Summer, Autumn 2015

IR & E engaged in a number of research projects during summer and autumn 2015. Here's a brief overview of some of the major projects and how results have been leveraged.

- Surgical Technology Certification Exam Scores Analysis: Informed Director Gates' monitoring of the curriculum to reinforce the lowest performing exam areas with the goal of ensuring more students successfully achieve certification.
- Law Enforcement Technology Program Effectiveness Metrics: Supported Director Reardon's examination of program effectiveness via reporting of matriculation rates, persistence rates, graduation rates, time-to-degree, attrition rates, and summer quarter/semester registered credit hours.
- Engineering Technologies Marketing and Recruitment Team: Informed aspects of Dr. George Sehi's and Interim Dean Whit Tussing's plans for growing COTC engineering technology programs and retaining students through data reporting of student demographics, high schools attended and graduation years, mathematics course progression efficiency, and enrollment reporting.
- Human Services Technology: Assisted Director Arnold's development of a comprehensive report of "student achievement indicators" required for accreditation, including student demographics, matriculation rates, enrollment trends, course and program retention and success rates, graduation rates, GPA and learning outcomes achievement rates, continuing education of graduates, and more.

Areas seeking data in support of their work are strongly encouraged to submit a request using the [Data Request Form](#). Thank you in advance as this helps us track and respond to inquiries. We look forward to working with you to support your research needs!



## Autumn 2015 OAIRP Conference Update

Twice a year, the [Ohio Association of Institutional Research and Planning](#) (OAIRP) convenes professionals from across Ohio for networking, presentations, and professional development. The autumn 2015 meeting, held November 12-13 at the Ohio State University's Fawcett Center and Faculty Club, included a training session on the Integrated Postsecondary Education Data System (IPEDS) and a presentation from the Ohio Department of Higher Education about the College Credit Plus program.

The data COTC reports to the IPEDS are incorporated into a number of Institute of Education Sciences-National Center for Education Statistics (IES-NCES) products such as the [College Navigator](#), the [Delta Cost Project](#), and the [Economic Development and Employer Planning System](#) (EDEPS). Data are also used by legislators, policy analysts, and other researchers when in need of national data sets. Charles See, Assistant Deputy Chancellor of External Relations at the Ohio Department of Higher Education, spoke about the College Credit Plus program, from broad policy goals to nuanced assessment and graduation requirements, and also fielded questions from the audience.

The meeting also saw the election of new officers to the executive leadership team. Joe Argiro was nominated and accepted the position of Vice President for the term ending autumn 2018. Joe will also serve on the public two-year college sub-committee during this same period.



**ASSOCIATION FOR INSTITUTIONAL RESEARCH**  
Data and Decisions for Higher Education

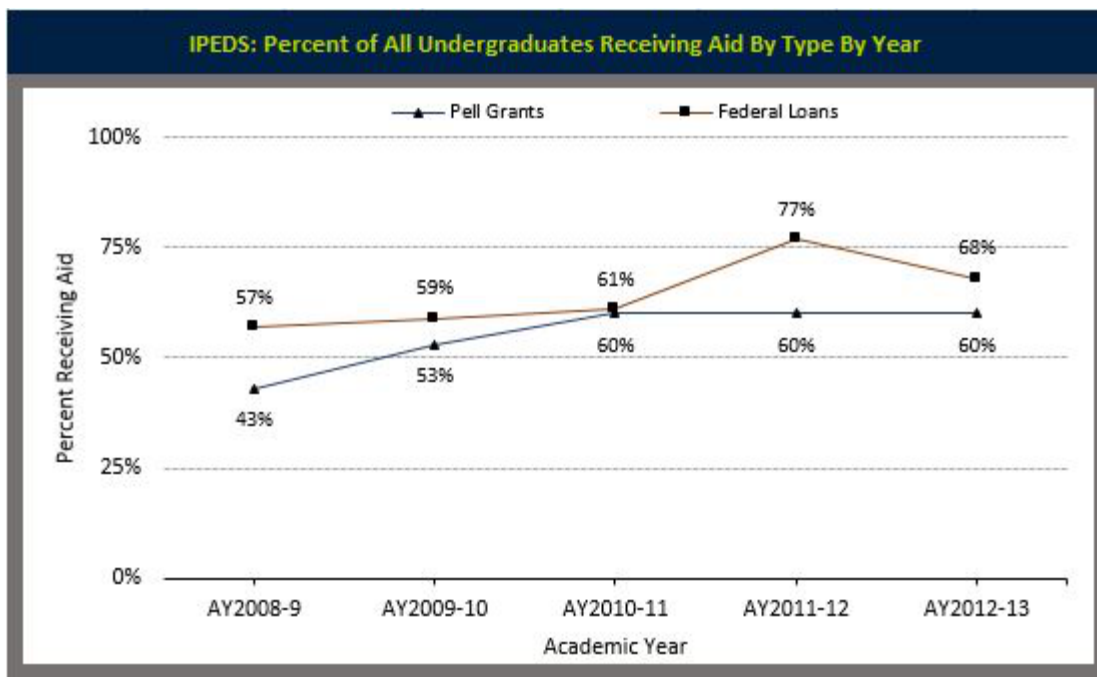
## Improving and Transforming the Field of Institutional Research

The Association for Institutional Research (AIR) is currently pursuing the *Improving and Transforming Institutional Research (IR) in Postsecondary Education* project which aims to provide a strategic, long-term vision for IR as a profession and its role in the sector.

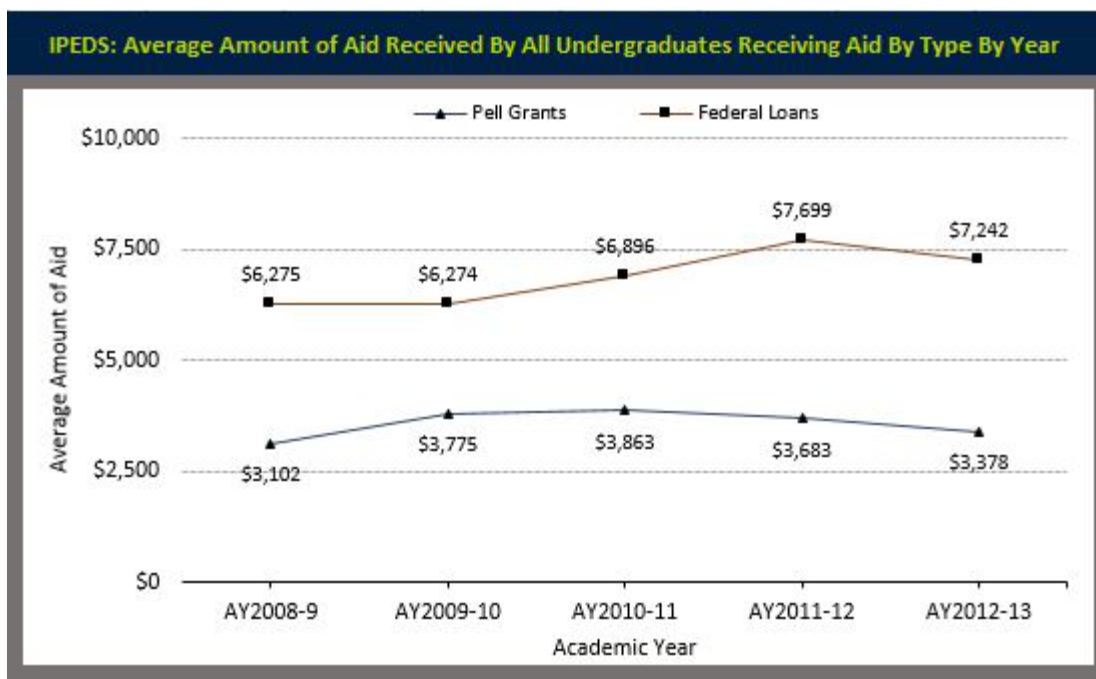
To inform this planning, AIR conducted a survey in late 2015 to collect data from IR offices about their activities, capacity, and priorities. IR & E completed the questionnaire to ensure our activities are represented in the data set, and AIR expects a full report of aggregate responses to be available in early 2016. Activities reported by IR & E included supporting institutional and programmatic accreditation, reporting data for academic program review, responding to state, federal, and third-party surveys, and participating in other institutional effectiveness activities.

To learn more about the AIR survey and the *Improving and Transforming IR in Postsecondary Education* project, contact us at [cotcire@cotc.edu](mailto:cotcire@cotc.edu) or visit [www.airweb.org](http://www.airweb.org).

### In The Know



According to data submitted to IPEDS, the percent of COTC students receiving federal loans and pell grants increased 20% and 17%, respectively, from AY2008-09 to AY2011-12. In 2012-13, the rate of federal loan attainment decreased 9% while pell grant attainment didn't change.



For COTC students, the average amount of federal loans dollars increase by \$967 (15%) from AY2008-09 to AY2012-13, while the average pell grant dollars increased \$276 (9%) over the same period. The average pell grant in this period was \$3,560. The average federal loan in this period was \$6,877.

## Services

*The Office of Institutional Research and Effectiveness serves as a resource to various campus constituencies as they engage in efforts to measure their effectiveness.*

[Accreditation Support](#)  
[State and Federal Reporting](#)  
[Effectiveness Research](#)  
[Key Performance Indicators](#)  
[Survey Administration](#)  
[Enrollment and Census Captures](#)  
[Scheduled or Ad Hoc Reporting](#)

## Data

[COTC](#)  
[Student Demographic Statistics](#)  
[Term-to-Term Admissions](#)  
[Degrees Granted by Year](#)  
[Economic Impact](#)  
[Institutional Effectiveness](#)

[More](#)  
[IPEDS](#)  
[ODHE HEI](#)  
[CCSSE](#)  
[SENSE](#)  
[HLC](#)  
[NSC Research Center](#)

[Request Data](#)

## Communicate

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**A Communication from the Office of Institutional Research and Effectiveness**

**Edited by Joe Argiro**

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