



RESOURCE

A COMMUNICATION FROM INSTITUTIONAL RESEARCH & EFFECTIVENESS & CENTRAL OHIO TECHNICAL COLLEGE

MEASURING

MONITORING

INFORMING DECISIONS



Newark • Coshocton • Knox • Pataskala

Institutional Research & Effectiveness Newsletter: Spring 2015

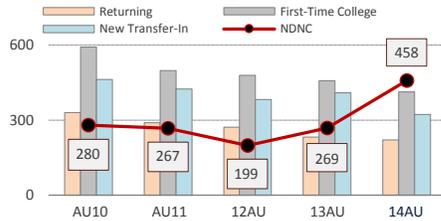
Online Data Request Form

Detail your research question to identify data that will assist decision making:

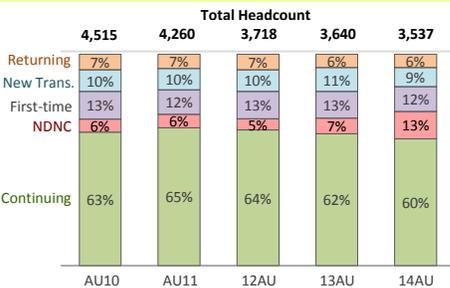
COTC...In the Know

During autumn semester 2014, COTC had more students enrolled as non-degree, non-certificate-seeking (NDNC) than first-time, new transfer-in, and returning students, respectively. The five year change in NDNC enrollment, an increase of nearly 64 percent, is driven in large part by high school students. At the lowest point in the sequence (autumn 2012), less than 7 in 10 NDNC students had not yet graduated high school. This figure increased to greater than 8 in 10 students for autumn 2013 (82%) and autumn 2014 (86%).

5-Year Trend in NDNC-Seeking Enrollment



An increase in HS enrollment (and decrease in overall headcount) led NDNC to be proportionally the second largest sub-group in 14AU.



Source: COTC Student-Body Breakdown from Admissions Census Reports

IR & E Online

www.cotc.edu/cotcire

Recent Online Resources Include:

- 14AU Student Demographics Summary
- 14AU Admission Summary
- Degrees Granted by Year

COTC Calendar Information

- 2014-15 Academic Calendar
- 2014-15 Census & Withdraw Dates

Contact Us

Email: cotcire@cotc.edu
 Telephone: 740.755.7651
 Data Requests: [Online Form](#)

Edited by Joe Argiro
jargiro@cotc.edu

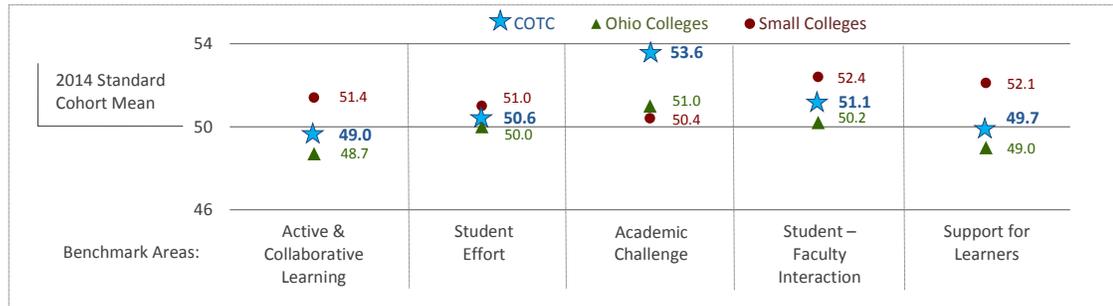
Featured Articles

Overview of 2014 CCSSE Results



During spring semester 2014, COTC administered the Community College Survey of Student Engagement (CCSSE) to more than 500 students from a sample of more than 60 course-sections meeting on all physical COTC campuses¹.

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 sample². The point of this analysis is to observe which areas meet or exceed the standard cohort mean³:



Respondent demographics generally mirror the spring semester 2014 student body⁴, though two differences were observed in other characteristics: The percent indicating full-time enrollment was greater than the percent reported by IR & E for 14SP census-reporting (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 programs⁵.

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.

¹Guidelines for determining course-section sample are found at <http://ccsse.org/aboutsurvey/sampling.cfm>.

²Ohio colleges participating in any year between 2012, 2013, and 2014 (n = 25); Small colleges are those with total institutional enrollment < 4,500 at time of administration (n = 296).

³The "2014 CCSSE Cohort" utilizes a 3-year cohort (2012, 2013, and 2014) for computation of benchmark scores (N = 684 institutions).

⁴Age range, gender, and race; ⁵Reported programs of respondents compared to the course-section master file submitted to CCSSE to use for drawing sample.

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 myCOTC & Team Site Transition:

Recently, IR & E met with Carol Henry, ITS Application Support Specialist, to discuss advancing the use of the portal and Institutional Research and Effectiveness team site. In the team site, reports can be easily organized and secured within libraries, making it a prime location 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's 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[®] 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.

Bar graph icon sourced from www.flaticon.com, created by www.freepik.com

Institutional Research and Effectiveness Represented at OACC Student Success Symposium



In November of 2014, the Ohio Association of Community Colleges hosted their fifth annual *Fall Symposium* at Clark State Community College in Springfield, OH. The symposium included presentations and discussions focusing on three areas: Academics, Student Success and Completion, and Research and Data Analysis. The meeting also included comments from Ohio State Senator Chris Widener (R-Springfield), as well as from leadership from the Ohio Board of Regents, which provided insights into statewide initiatives and a frame for higher education's role in achieving our collective goals.

IR & E was well represented at the symposium with all members present, and participated with colleagues in the presentations focused on research and data analysis and student success and completion. As COTC continues to advance the mission "to meet technical education and training needs of students and employers in the area," The Office of Institutional Research and Effectiveness continues to be a resource for measuring, monitoring, and informing decisions.