

# THE RESOURCE

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

MEASURING

MONITORING

& INFORMING DECISIONS



## The Office of Institutional Research and Effectiveness

Summer 2015 Newsletter

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### National Community College Benchmarking Project Update

Annually in May and June, the Office of Institutional Research and Effectiveness (IR & E) coordinates the collection and submission of COTC data to the [National Community College Benchmarking Project \(NCCBP\)](#), a program of the National Higher Education Benchmarking Institute at Johnson County Community College in Overland Park, Kansas.



Participating in this project enhances COTC's institutional effectiveness efforts by providing a mechanism to examine critical indicators of institutional success in a systematic way. To this end, NCCBP provides tools for monitoring performance over time, as well as against peer groups. The Benchmarking Institute reports that since 2004, more than 400 two-year institutions have participated nationwide, and that between 2007 and 2014, [14 Ohio colleges](#) have participated at least once.

Data from more than 100 benchmarks may be submitted and the benchmarks fall into 6 categories:

NCCBP Benchmark Categories		
Retention & Persistence	Completion & Transfer	Satisfaction & Engagement
Student Performance	Job Market	Additional Metrics

Click [here](#) to see example data-points for each benchmark

COTC participated in the NCCBP in 2010, 2011, 2012, 2013 and 2015 by reporting previous years' data. IR & E also acts as a repository of the results which can be made available to leadership to support data-based decision-making. We would also like to extend thanks to our college partners who report data and encourage everyone to watch for results in the coming months.

### CCCSE to visit COTC for Faculty Development

The [Center for Community College Student Engagement \(CCCSE\)](#), administrator of the Community College Survey of Student Engagement (CCSSE), Community College Faculty Survey of Student Engagement (CCFSSE), and Survey of Entering Student Engagement (SENSE), will visit COTC during faculty development days to discuss our results and help leverage them to action. The full-time faculty program is scheduled for August 19-21. This presents an exciting opportunity to work with leaders in engagement research and consider strategies to overcome challenges. IR & E led the administration of the CCSSE in W111 and 14SP, CCFSSE in W111 and 14SP, and SENSE in AU11 and 14AU. We look forward to working with the CCCSE and our faculty to support effective and engaging academic and student services at COTC.



### EMS-Paramedic Initially Accredited by CAAHEP

IR & E would like to extend a well deserved congratulations to Emergency Medical Services (EMS) Program Director and assistant professor Bryan Spangler on the recent vote by the [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\)](#) for initial accreditation of the EMS-Paramedic program. In the award letter, CAAHEP noted "the program's substantial compliance with the nationally established accreditation standards," and recognized Director Spangler's "commitment to continuous quality improvement in education" through seeking programmatic accreditation. Initial accreditation status will expire on March 31, 2020. Institutional Research and Effectiveness is available to support deans, directors, and faculty of all academic programs in their accreditation efforts.



### Multiple Measures Task Force Demonstrates Data-Driven Culture

The COTC Multiple Measures for Placement Task Force, formed in early 2015 by President Bonnie Coe to explore the potential use of multiple measures for effective course placement, demonstrated an impressive data-driven culture.

Co-chaired by Sarah Morrison, Manager of Advising, Gateway, and Dr. Bruce Weaver, Director, Center for Student Success, the task force collected vast amounts of information to support the development of recommendations.

In addition to an extensive literature review and examination of best practices from other institutions, the team actively sought additional reports from IR & E. Statistics related to placement rates by exam, and academic outcomes for students in pre-college and college-level courses according to multiple measure variables, were shared during a meeting in May.

During the presentation, task force members actively discussed and analyzed the data and considered the potential impact of policy change on students and the institution. The findings could then be synthesized with all the other information collected by the group, allowing for the best possible recommendations to be sent to COTC leadership.

Institutional Research and Effectiveness is proud to have been a part of this important task force and appreciates the team's data-driven approach, recognizing it as yet another step forward in COTC's effectiveness culture.

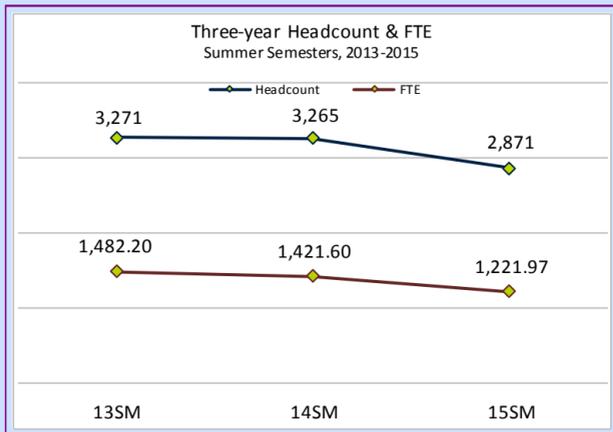
### OAIRP Addresses Service Members, Veterans in Ohio Higher Ed

The spring meeting of the [Ohio Association of Institutional Research and Planning \(OAIRP\)](#), held on March 20th at Cincinnati State Technical and Community College, focused on military personnel and veterans pursuing higher education in Ohio. The conference featured a keynote by Dr. Paula Compton, Associate Vice Chancellor of Articulation and Transfer at the Ohio Board of Regents (OBR), who spoke about progress of Ohio's [Military Strategic Implementation Team](#) which was organized to implement recommendations brought forth by House Bill 488 following Governor John Kasich's [2013 Executive Order](#).

Dr. Compton applauded Ohio's public colleges and universities for taking steps to enact the recommendations which include providing priority course-registration, establishing a single point of contact on campus, and evaluating military experience for course-credit to streamline educational pathways. A healthy discussion about best practices in identifying and engaging military students occurred throughout the conference.

Last July, the OBR revised the Special Population file to include a capture of military personnel on campus. IR & E responded by studying codes, contacting experts from within the college, and running reports to generate the records. For academic year 2013-2014, 263 military students were reported which represented 5% of COTC's annual traditional, non-High School student headcount.

### In The Know



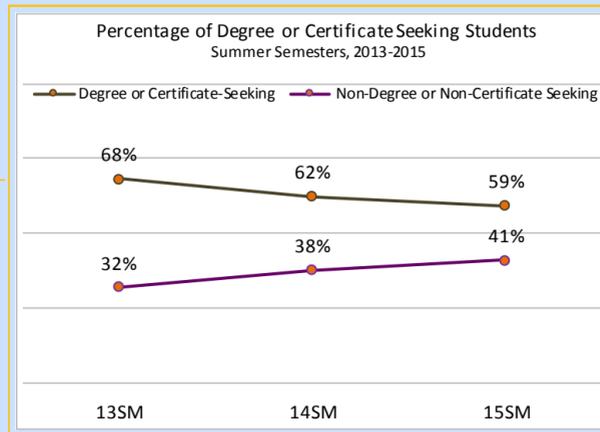
Summer semester unduplicated census headcount figures show a decline of 6 students (-0.2%) from 13SM to 14SM, and further decline of 394 students (-12.1%) from 14SM to 15SM.

Full-time equivalency (FTE) declined by 60.6 (-4.1%) from 13SM to 14SM, and by 199.6 (-14.0%) from 14SM to 15SM.

Since 13SM, COTC has experienced a nine percent increase in the proportion of students enrolled in a non-degree, non-certificate (NDNC) program during summer semesters.

The increase can be attributed to the overall headcount decline over this time period and higher numbers of high school student enrollments captured in the summer census, since HS students must be enrolled as NDNC and they make up the vast majority of COTC's NDNC students.

Source: COTC Summer 2015 Term-to-Term Admissions Report



### Services

IR & E serves as a resource to various campus constituencies as they engage in efforts to assess and measure their effectiveness.

- Accreditation Support
- State and Federal Reporting
- Effectiveness Research
- Key Performance Indicator Tracking
- 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
- OBR HEI
- CCSSE
- SENSE
- HLC
- NSC Research Center

### Communicate

Request Data  
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