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January 10, 2017

The Office of Institutional Research and Effectiveness Newsletter

measuring, monitoring, and informing decisions

In This Issue:

OACC Data and Analytics Meeting

Gateway Reporting Efficiencies

Academic Program Review Update

IR&E Supports HLC Reaffirmation

In The Know

Data

Services

Communicate

Request Data

Data and Analytics Meeting at Ohio Association of Community Colleges

On December 6, 2016, the Ohio Association of Community Colleges (OACC) restarted their semi-annual Data and Analytics meeting series now that formal Student Success Leadership Institute (SSLI) activities have concluded. These meetings bring institutional researchers from the two-year sector together to discuss issues of importance to the research community, from evaluating institutional completion plans to managing federal data reporting.

Agenda items for the December session included an update on 2016-17 legislative priorities for the Ohio general assembly, results from a survey of Ohio institutions on progress implementing Guided Pathways, and a first look at results of the City University of New York's Accelerated Study in Associate Programs (CUNY-ASAP) pilot program at three Ohio institutions.

Joe Argiro, Research Planning Analyst from the Office of Institutional Research and Effectiveness, attended the meeting on behalf of the institution.

"This was a great opportunity to network with colleagues from around the state and to engage with the OACC on the pressing issues facing our sector and the students we serve," he reflected upon return from Columbus. "Major research-based reforms are well underway in our state making us a national leader in many ways, and COTC has a wealth of performance data generated from this work we're analyzing and working to disseminate to leadership. It's exciting to be involved in this work and to have the support of our COTC colleagues as we track outcomes and evaluate student success."

Questions about the research linked above and future meetings may be addressed to cotcire@cotc.edu.

Gateway Reporting Efficiencies, Supporting Record and Coding Integrity

The COTC Gateway recently engaged the Office of Institutional Research and Effectiveness (IR&E) with a request to develop reports to assist Gateway staff in the identification of data gaps, inconsistent and contradictory record coding, and opportunities to streamline the registration and advising process through the use of record audits of related student database fields.

Building on a similar model that had previously been implemented in Nursing Technology programs using *Ellucian: Reporting and Operating Analytics*, Gateway managers identified specific needs and opportunities for process improvements, and IR&E developed and presented the reports in two meetings before deploying them to key staff to refresh as needed.

Topics for the audits included:

- identifying students with multiple new applications to help shift processes from the 'reactivate' form to the 'returning student' application,
- streamlining the transcript review process in support of determining placement waivers, and
- checking for students who are registered for a course for which they also have transfer credit awarded.

These reports, in combination with a separate series of enrollment audits that were deployed to the Gateway in 2015-16, help to clean records on an ongoing, systematic basis, uphold record integrity, and streamline data reporting when they're needed. Feel free to contact cotcire@cotc.edu to discuss how we may be of assistance to your area!

2017 Academic Program Review

The academic programs on the review schedule for spring 2017 are:

- Associate of Arts
- Associate of Science
- Digital Media Design Technology
- Forensic Science Technology
- Nursing Technology (Associate Degree & Practical Nursing Certificate)

A meeting has been set for Wednesday, January 18 to kick-off the spring 2017 reviews and deliver the first round of data to faculty and administrators.

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

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!

IR&E Supports HLC Reaffirmation

The comprehensive, 10-year accreditation reaffirmation by the Higher Learning Commission (HLC) for Central Ohio Technical College (COTC) is scheduled for November 26-27, 2018. Joe Argiro, Resource Planning Analyst in the Office of Institutional Research and Effectiveness (IR&E), has been assigned the role as Lead of Evidence File for the upcoming reaffirmation, working alongside the other project leads and 'skunk works' participants to ensure the institution's assurance argument represents COTC to the fullest.

As Lead of Evidence File, Joe's responsibility is to compile the documents available to substantiate the claims made in our assurance argument, upload the documents to the Higher Learning Commission's online portal, and link the documents to the specific criteria and argument components. This allows COTC's HLC review team to instantly see reports supporting our responses.

The Commission's philosophy regarding the Evidence File is to leverage existing documents already produced by the institution. Since COTC has robust processes in place to record

activities, track progress of initiatives, and communicate across the spectrum of institutional stakeholders, this philosophy is in concert with our institution's existing practices.

COTC has already begun the process of drafting criteria responses and collecting evidence under the guidance of Dr. Jackie Parrill, Vice President for Institutional Planning and Human Resources, and Dr. Lauri White, Vice President for Academic Affairs, and IR&E looks forward to continuing this important work in the months to come!

BE CURIOUS!

In The Know

COTC Autumn Semester 2016 15th Day Headcount and Full-Time Equivalency Breakdown				
Course Option	**Options Description**	**Unduplicated Headcount[1]**	**Full-Time Equivalency[2]**	**Full-Time Equivalency (percent of total)**
COTC Regular/Traditional Student	Non-HS options students enrolled in regular COTC courses at regular COTC locations, face-to-face and online	2,421	1,456.30	82.4%
College Credit Plus - Option C	HS-options students enrolled in regular COTC courses at regular COTC locations, face-to-face and online	267	134.57	7.6%
College Credit Plus - Option A	HS-options students enrolled in COTC courses in their HS, taught by a HS instructor	530	126.47	7.2%
College Credit Plus - Option B	HS-options students enrolled in COTC courses in their HS, taught by a COTC instructor	183	43.20	2.4%
Concurrent High School Option	COTC-specific enrollment option for HS students, face-to-face and online	19	7.80	0.4%
Totals:		**3,369**	**1,768.33**	**100.0%**

[1] Figures do not add up to equal the total unduplicated headcount due to student cross-over between one or more CCP option

[2] Full-Time Equivalency (FTE) is a measure used to translate registered credits into an adjusted "full-time" headcount based on a 15-credit-hour load; Figures add up to equal the total since the measure is based on registered-credits (not headcount); FTE = Sum of Registered-Credits/15

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COTC

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