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Spring 2019

## The Office of Institutional Research and Effectiveness Newsletter

*measuring, monitoring, and informing decisions*

### In This Issue:

['Data & Discussion' Series Continues in 2019](#)

[Supporting SEM](#)

[Updating Employer & Graduate Surveys](#)

[CCSSE Results and Sharing](#)

[Academic Program Review Update](#)

[In The Know – IPEDS Outcome Measures](#)

[Data](#)

[Services](#)

[Communicate](#)

[Request Data](#)

## [Data & Discussion Series to Continue in 2019](#)



In 2018, COTC's Office of Institutional Research & Effectiveness (IR&E) began a data-sharing series with the mission of increasing the dissemination of information to inform planning across the institution. IR&E held 12 meetings with staff from Academic Affairs, the Gateway, Student Life, Financial Aid, and Business & Finance, and faculty from a variety of academic departments. The following is a list of some of the topics covered in 2018:

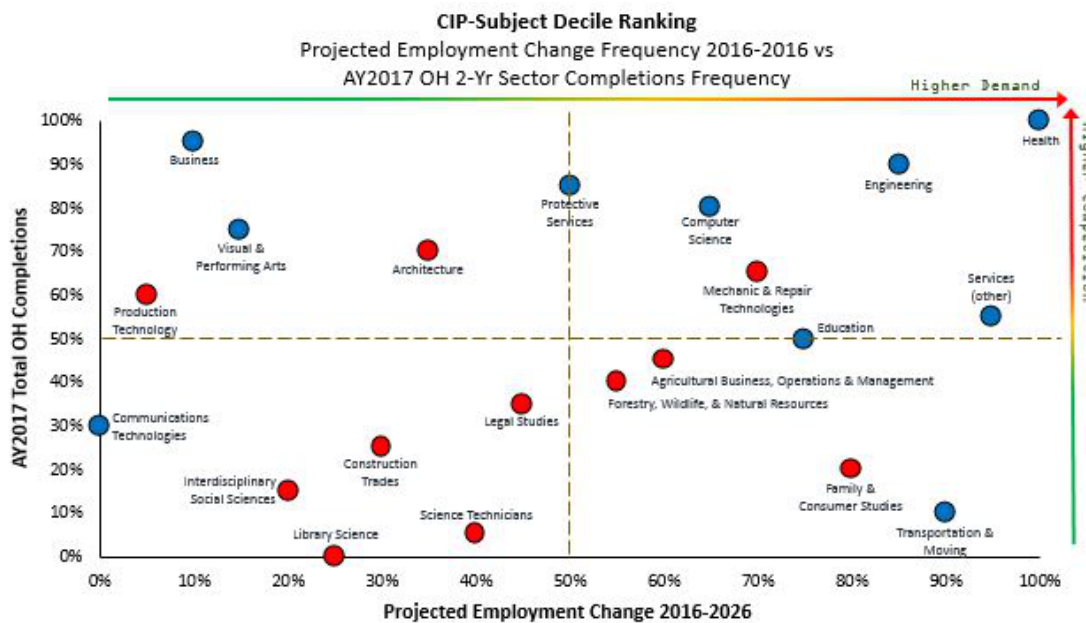
- [COTC Current Semester Population Statistics \(summer and autumn 2018\)](#)
- Economic Modeling Specialists/Ohio Association of Community College Labor Market Data for Academic Programs
- [Integrated Postsecondary Education Data System \(IPEDS\) Data Feedback Report Trends](#)
- [National Community College Benchmarking Project \(NCCBP\) Trends/Peer Comparisons](#)
- Ohio Association of Community Colleges Guided Pathways Momentum Key Performance Indicators
- [Ohio Association of Community Colleges Guided Pathways Scale of Adoption](#)
- Ohio Association of Community Colleges Program ROI Tool
- Voluntary Framework of Accountability 2-Year Cohort Outcomes Measures

IR&E will continue this series in 2019, inviting diverse groups from around the institution to review, discuss, and analyze data from a variety of sources, and providing a venue to drill-down into how these data impact COTC's ability to meet our mission. In the planning stages for 2019 are:

- [Community College Survey of Student Engagement Results from 2011, 2014, & 2018](#)
- COTC Current Semester Population Statistics (spring, summer, & autumn 2019)
- [COTC Share of Graduates of Ohio 2-Year Sector](#) & High-Growth, Low Competition Occupations

Meeting requests for these and additional events will be shared leading up to each date. As always, feel free to contact [cotcire@cotc.edu](mailto:cotcire@cotc.edu) to learn more about these reports or request copies.

## Supporting Strategic Enrollment Management



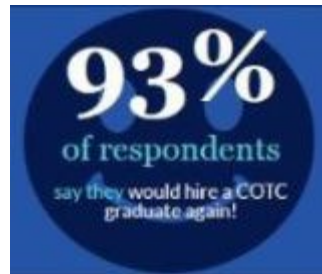
Under the leadership of Sarah Morrison, Director of The Gateway, and Vicki Maple, Vice President for Workforce Development, Community Affairs, Extended Campuses, and The Gateway, COTC established a Strategic Enrollment Management (SEM) committee in 2018 with the mission to develop recommendations to inform a comprehensive strategic enrollment management plan.

Representatives from Academic Affairs, The Gateway, Faculty, Information Technology Services, Business & Finance, Institutional Research & Effectiveness, Student Life, Career Development, The Library, Marketing & Public Relations, and Financial Aid, have been meeting to learn about current enrollment reporting, goal setting, and admissions processes, and to review related institutional data which serves to provide a foundation for future work.

Pam Curavo and Joe Argiro presented at both meetings in 2018 and will continue to be on the agenda in 2019. Topics addressed so far include COTC's historical enrollment trends by student demographics and academic divisions, the current enrollment reporting process and additional data to consider for future reporting, COTC's share of graduates by degree-area as compared to the Ohio two-year sector overall, and high demand, low competition occupations for Ohio as anticipated by Bureau of Labor Statistics reporting to 2026. IR&E is excited about the potential for this group to positively impact COTC, and is proud to be involved in this important project.

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## Updating the Employer & Graduate Surveys



In the summer of 2017, Derek Thatcher, Manager of the Career Development Office, and Joe Argiro, Resource Planning Analyst with the Office of Institutional Research & Effectiveness (IR&E), worked together to redesign and administer that year's COTC Employer Survey.

This redesign made the questionnaire electronic, and provided a mechanism for employers to connect responses to actual COTC graduates (without identifying them), reporting on their performance related to COTC's general and technical education learning outcomes. This is an important factor for student learning assessment, as well as institutional and programmatic accreditation, which was not possible in prior administrations.

Holli Kendall, who joined IR&E in 2018, worked with Derek to complete the 2018 Employer Survey. She prepared an infographic of the responses which can be found [here](#). IR&E will be sharing program-specific information with academic departments, including administrative units and faculty council, during spring 2019.

Further, IR&E is working with Derek to redesign the COTC Graduate Survey beginning with administration of summer 2019 graduates. Similar to the Employer Survey, this redesign will allow graduates to select their credentialing academic program, and will ask them to self-assess their performance related to COTC general and technical learning outcomes.

We look forward to working with academic units to promote the 2019 surveys! Please contact Derek Thatcher at [thatcher.42@cotc.edu](mailto:thatcher.42@cotc.edu) or IR&E at [cotcire@cotc.edu](mailto:cotcire@cotc.edu) with any questions.

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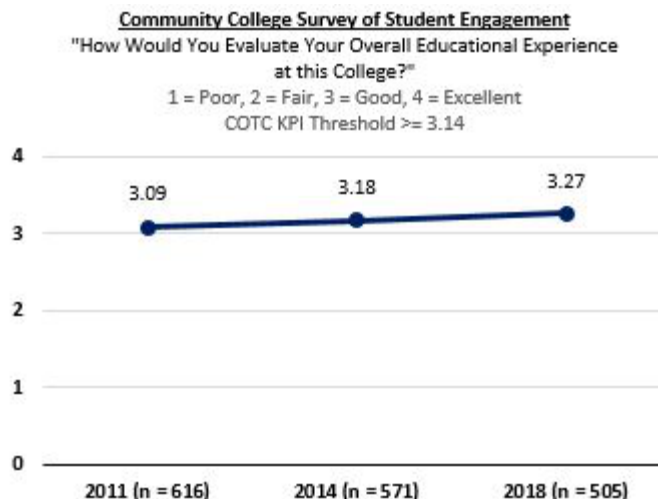
## CCSSE Results & Data Sharing



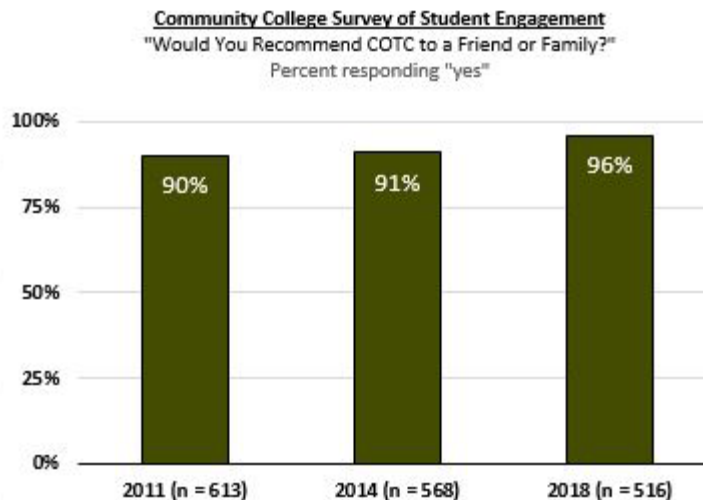
The Community College Survey of Students Engagement (CCSSE) is a national survey initiative from the [Center for](#)

[Community College Student Engagement at the University of Texas at Austin](#) focused on student engagement with peers, faculty, and staff inside and outside the classroom. Results are often used by institutions to assess a broad range of activities supporting student success. In collaboration with the Central Ohio Technical College (COTC) Office of Academic Affairs and teaching instructors, the Office of Institutional Research & Effectiveness (IR&E) administered the in-class survey in winter quarter 2011, and spring semesters 2014 and 2018.

COTC uses results of one of the questions posed to students, *"How would you evaluate your overall educational experience at this college?"*, as a key performance indicator for the [2014–2020 Strategic Plan Focusing on our Purpose](#). The average responses to this question are displayed below by year.



The percent of surveyed COTC students responding "Yes" to the question *"Would you recommend this college to a friend or family member?"* has also increased in each administration year.



IR&E is currently working to prepare presentations of related survey items for the Gateway, Financial Aid, Academic Affairs, Faculty Council, Student Learning Assessment Steering Committee, Student Life, Marketing & Public Relations, Information & Technology Services, and Development.

We would like to share results and discuss findings with your area, so please watch for requests to present at department meetings starting in 2019. To learn more about these data or IR&E's involvement in other important student success efforts, please contact [cotcire@cotc.edu](mailto:cotcire@cotc.edu).

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## 2018–19 Academic Program Review



The academic programs on the review schedule for 2018–19 are:

- Business Management Technology
- Emergency Medical Services Technology
- Heavy Equipment Technology
- Surgical Technology

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

Under the leadership of Dr. Lauri White, Vice President of Academic Affairs, IR&E will be working with faculty into spring semester 2019 to review data and respond to questions.

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 reviews in support of academic program continuous quality improvement!

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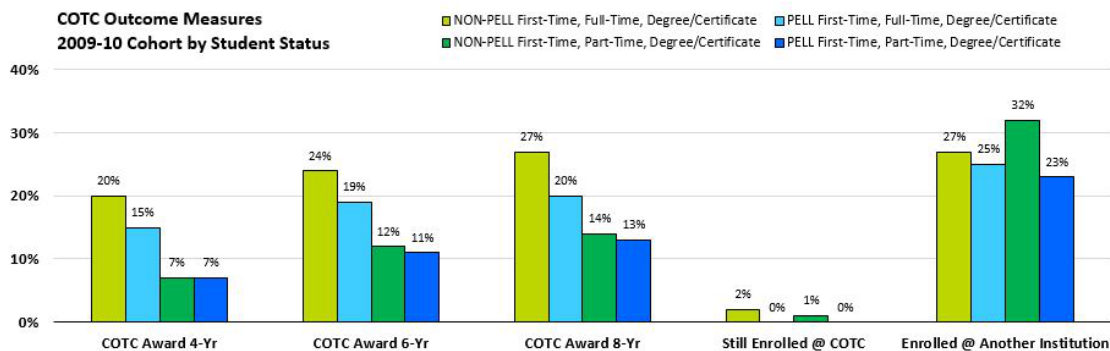
### *In The Know – IPEDS Outcome Measures*



One of the U.S. Department of Education's major annual data collection efforts is known as the [Integrated Postsecondary Education Data System](#), or IPEDS.

Reporting is required for institutions receiving federal financial aid dollars, and in 2018, IPEDS expanded the common entering–cohort definition of 'first–time, full–time, degree or certificate–seeking' to include students with part–time statuses, non–PELL recipients, and prior college attendance, and, to measure retention, transfer, and program completion as far as 8–years after entry. These new measures are collectively known as the [Outcome Measures](#), or OM. COTC received results for our first OM in autumn 2018 as part of our annual [Data Feedback Report](#). The results are below.

They show COTC's full– and part–time, PELL– and non–Pell, degree– or certificate–seeking, first–time and transfer students at each award period, or, as being retained at COTC, or, enrolled–elsewhere.



Within 4-years, 2009-10 first-time college students not receiving PELL who are degree- or certificate-seeking and attended full-time (based on their first term), received an award 20 percent of the time. That rate increased to 27 percent after 8 years. About 1 in 3 (32%) first-time, degree- or certificate-seeking COTC students not receiving PELL who attended part-time (as of their first term), were found attending another institution after 8 years. Almost no students from this cohort remained enrolled at COTC after 8 years.

While much has changed at COTC since 2009-10, these measures can help to put into better context the success of COTC students over a broader period.

One area of focus for academic and advising units, and IR&E, may be to identify the lower-performing populations from these data and identify strategies to help them be successful. Defining these groups and tracking progress before 4, 6, and 8 years will help boost our retention and completion rates, and the success of our students. Contact IR&E at [cotcire@cotc.edu](mailto:cotcire@cotc.edu) to learn more.

## Data

[Request Data](#)

### COTC

[Student Demographic Statistics](#)

[Term-to-Term Admissions](#)

[Degrees Granted by Year](#)

[Economic Impact](#)

[Institutional Effectiveness & Program Review](#)

### More

[CAPSEE](#)

[CCSSE](#)

[EDEPS](#)

[IPEDS](#)

[NSC Research Center](#)

[ODHE HEI](#)

## Services

### Mission:

*The mission of Institutional Research and Effectiveness (IR&E) is to provide accurate, timely, and appropriate information to*

*College leadership, the community, and external audiences. IR&E will work collaboratively with institutional constituencies in support of data-informed decision-making and furthering the College's mission.*

**Vision:**

*The Office of Institutional Research and Effectiveness (IR&E) seeks to be the preeminent IR&E office among Ohio's technical colleges by supporting and facilitating informed-planning and decision-making to improve student success and institutional effectiveness.*

**Accreditation Support**  
**State and Federal Reporting**  
**Program Review and Student Learning Assessment**  
**Policy Analysis & Evaluation**  
**Strategic Planning & Key Performance Indicators**  
**Survey Administration & Analysis**  
**Enrollment and Census Reporting**  
**Scheduled and Ad Hoc Reporting**

## Communicate

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**A Communication from the Central Ohio Technical College**  
**Office of Institutional Research and Effectiveness**  
**Edited by Joe Argiro**

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