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Summer 2018

The Office of Institutional Research and Effectiveness Newsletter

measuring, monitoring, and informing decisions

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[2018 AIR National Conference](#)



Each year, the international Association for Institutional Research (AIR) hosts the forum. This multi-day gathering convenes practitioners from institutional research, student learning assessment, planning, finance, effectiveness, and decision-support to share latest research, learn about best-practices, and network. COTC sent Joe Argiro and

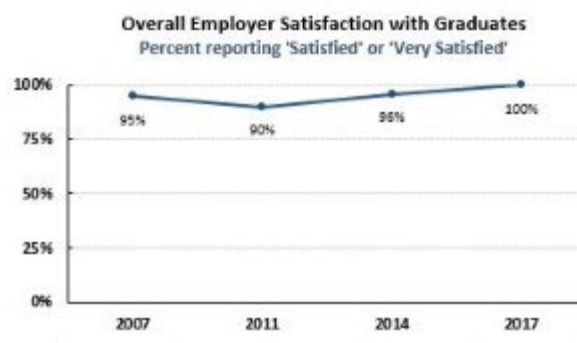
Pam Curavo, Resource Planning Analysts from Institutional Research and Effectiveness (IR&E), who leveraged the opportunity for professional development with peers from across the United States and abroad.

For 2018, the schedule was again packed with a keynote from [Stephanie Evergreen](#) titled "Changing the Conversation with Intentional Data Visualization," breakout sessions throughout each day on a variety of topics such as strategic enrollment management, academic program review, graduate labor-market outcomes, research methods and statistics, and growing the institutional research profession, and evening networking dinners.

Joe currently serves as the President of the Ohio Association for Institutional Research and Planning (OAIRP), and through this role, in addition to the regular conference schedule, participated in a leadership meeting for state associations, organized an OAIRP meeting with state colleagues to discuss plans for the next year, and hosted an OAIRP dinner for relaxed networking time.

More information about the conference can be found on the [AIR website](#). The 2019 conference will take place in Denver, Colorado, May 27-31. IR&E looks forward to participating!

[Aligning Employer and Graduate Surveys](#)



Back in the spring, we reported on changes to and fresh data from the revised [Industry and Employer Survey](#). This data collection effort is an important part of COTC's mission as it helps us to hear directly from area employers, understand labor needs, and evaluate performance of and satisfaction with our graduates. For the 2018 administration, we've continued to work with Derek Thatcher, Manager of the Office of Career Development, and Vicki Maple, Vice President for Workforce Development, Community Affairs, Extended Campuses and The Gateway, to reduce redundancy in questions, streamline the respondent list, and update the sampling methodology.

The major improvement to the Industry and Employer Survey was our ability to now collect on satisfaction with graduate's [general education skills](#) (GEOs) and program-specific technical education skills (TEOs). We are now working to update the [Graduate Survey](#) so that in addition to employers, graduates themselves will have the opportunity to self-assess on GEO and TEO skills gained while at COTC. This information will be compared to responses from employers which we anticipate will help identify similarities and differences between groups, as well as inform academic programs of graduate's skills moving into the workforce.

We look forward to working with academic programs to increase survey responsiveness, and to sharing results when available later this year. Contact Derek Thatcher at thatcher.42@cotc.edu with any questions.

[COTC's 2018-2020 Completion Plan Updated](#)

2018-2020 Central Ohio Technical College Completion Plan

ORC 3345.81 - "Not later than June 30, 2014, the board of trustees of each institution of higher education, as defined by section 3345.12 of the Revised Code, shall adopt an institution-specific completion plan designed to increase the number of degrees and certificates awarded to students. The plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state's workforce development priorities. Upon adoption by the board of trustees, each institution of higher education shall provide a copy of its plan to the chancellor of higher education.

The board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption."

Ohio's higher education institutions are required by law to submit what's known as a "[Completion Plan](#)" every 2 years. These plans, determined by each institution based on their specific goals, aim to establish a "continuous improvement framework that can allow campuses to identify and implement strategies to increase the number and percentage of students earning meaningful postsecondary credentials."

Under the direction of Dr. Lauri White, Vice President for Academic Affairs, and Sarah Morrison, Director of The Gateway, COTC faculty, staff, and administrators periodically come together to review the plan and report-out on progress with each item. The latest round of updates took place this spring, followed by the formal submission of the 2018–2020 plan to the State after COTC Board of Trustee approval in June.

A significant improvement for the 2018–2020 plan is the alignment of plan objectives to the COTC 2014–2020 Strategic Plan Priorities and Principles. This alignment provides clarity regarding goals and better supports the institution's mission.

The Office of Institutional Research and Effectiveness (IR&E) plays an important role in the development and evaluation of objectives included in the plan. When new data are available, a study can be conducted, or State policy guidance is issued, IR&E brings teams together to analyze and discuss the impact on COTC, and includes those reports in the completion plan as a log of progress over time.

The 2018–2020 COTC Completion Plan has been posted to the Institutional Effectiveness [website](#), and will soon be available on the Ohio Department of Higher Education's completion plan [website](#) along with the other public 2-year and 4-year institutions in our state.

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 answer 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!

Occupational Supply-Demand Tools

EDEPS ECONOMIC DEVELOPMENT and EMPLOYER PLANNING SYSTEM

Are you in search of occupational supply-demand data? The [Economic Development and Employer Planning System](#) (EDEPS) is an easy-to-use, detailed tool from a national consortium of education, labor, and economic researchers focused on supporting decisions regarding economic development and occupational planning.

Using EDEPS, researchers can drill-down into specific [occupations](#) – at the 6-digit Standard Occupational Classification (SOC) code level – or, [programs of study](#) – at the 6-digit Classification of Instructional Programming (CIP) code level, including defining geographic regions, to inform planning around how many workers are expected in certain occupations over time, how wages compare to other occupational groups, and if graduates are available with degrees related to the occupations.

Data are primarily sourced from the U.S. Department of Labor, Bureau of Labor Statistics, and the National Center for Education Statistics, Integrated Postsecondary Education Data System. Supply indicators include degrees conferred at each award level and listings of institutions providing graduates. Demand indicators include projected growth rates and openings, typical education, work experience, and training, and wage trends. Further, a listing of "[high skill, high wage, high demand](#)" occupations is produced each year.

IR&E is available to help identify CIPs or SOCs for anyone interested in doing research, and can provide a brief demo for those with more questions. The office can be reached at cotcire@cotc.edu.

In The Know – Credit Hour Reduction for Academic Programs



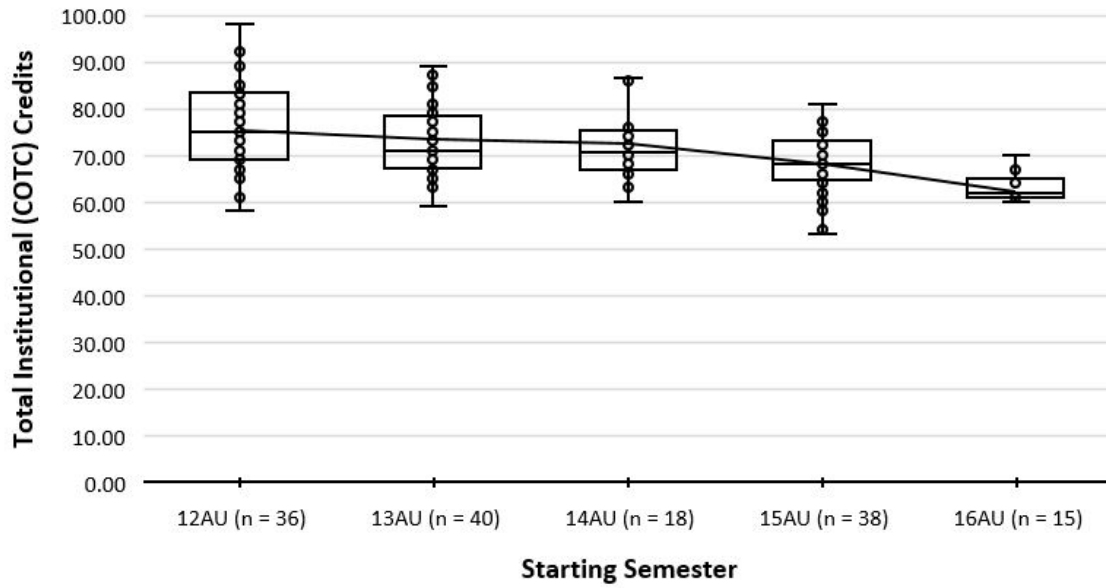
In academic year 2015–16, all COTC academic plans of study were reviewed for compliance with a new Ohio Department of Higher Education (ODHE) requirement. The requirement, aimed at reducing "excess credits" students need to graduate, mandated institutions to reduce the total credit hours for most associate degree programs to no more than 65. This is now part of the published [academic program approval](#) process.

In order to make sure students aren't graduating with excessive credits, COTC added an objective to the [Completion Plan](#) under the section to "place students on clear pathways to graduation or transfer and careers." The objective reads "monitor impact of changes in plan of study credit changes to 60–65."

IR&E recently conducted a study to inform this objective. Overall, new college students starting in autumn 2014 (before the reduction) graduated with an average of about 75 credits (including pre-college coursework). Autumn 2016 students, however, graduated with about 62 credits, 13 credit hours less. The range of credits also tightened-up considerably.

Total Institutional (COTC) Credits of Graduates by Starting Semester @ COTC

New, first-time college, autumn-term starters, associate degree completers



Of course, there are other factors, such as the new placement policy to evaluate entering students using multiple measures, that could help reduce the credit hours needed for graduation.

But, the accelerating trend for 15AU and 16AU students is promising, and this study serves as a first step to understanding the impact of the mandate and better support our students.

Contact cotcire@cotc.edu for more information.

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
Effectiveness Studies
Key Performance Indicators
Survey Administration
Enrollment and Census Reporting
Scheduled and Ad Hoc Reporting

Communicate

www.cotc.edu/cotcire
cotcire@cotc.edu

Chris Doll, Director
740.366.9383
doll.4@cotc.edu

Cathie Clippinger
740.366.9226
clippinger.11@cotc.edu

Pam Curavo
740.755.7190
curavo.2@cotc.edu

Joe Argiro
740.755.7651
argiro.1@cotc.edu



(L to R) Pam Curavo, Chris Doll, Cathie Clippinger, Amy Bishoff (retd.), Joe Argiro

**A Communication from the Central Ohio Technical College
Office of Institutional Research and Effectiveness**

Edited by Joe Argiro

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Central Ohio Technical College · 1179 University Dr. · Newark, OH 43055 · USA

