



**ACHIEVEMENT**

Achieved 11% (14A) = **Green**  
Achieved 30% (14B) = **Green**

**CORE THEME**

Access (14A – A.3.1) and Community Engagement (14B – CE.1.1)

**OBJECTIVE**

**A.3:** Students access relevant curricula that support lifelong learning and achievement  
**CE.1:** Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs

**INDICATOR**

**A.3.1 and CE.1.1: Success Indicator 14A and 14B – Structured Work Experience**

**14A:** the percent of majors represented by students participating in work experience compared to a three-year average, sorted by program  
**14B:** Measured by the percent of change in number of participating employers from year to year compared to a three-year average that met or exceeded the threshold from the internal work experience report

**Indicator Thresholds**

**14A:** Green: 3% or greater      Yellow: Between -2% and 2.99%      Red: Below -2%  
**14B:** Green: 3% or greater      Yellow: Between -2% and 2.99%      Red: Below -2%

**Purpose and Meaning**

**14A:** Access to opportunities for students to earn quality credentials with real value occurs through participation in work experience/internships. By providing access to internships, students receive real life experiences with local employers and assessment at the unit level provides insight into what programs need additional opportunities provided to students as well as the rate of local employer participation.  
**14B:** This relationship helps grow the employer base for internships, guarantees more internship sites and offers ever-increasingly innovative internships. This measures how well connected Southwestern is to the local employers and provides a resource for the local economy and employer base.

**WHAT WAS ACHIEVED AND WHAT IS PLANNED FOR THE FUTURE**

Students participating in work experience represent 11% (283 total students) in 45 major options with a three-year average difference of 16% . The three-year average (2010-2012) of employer participation difference was 30% represented by 103 employers in 2012-13. See calculation notes in About the Data section.

For Fiscal year July 1 2012-June 30 2013 the internship office worked with 151 students directly. The Culinary, Fire Science, lower grades Education, and EMT departments coordinated their own internships. However their total numbers are incorporated into the overall numbers of this report. Those numbers are **358** total internships with **283** unduplicated students in internships. Students in Culinary, Computer Science and Medical Assistant,

for example, tend to gather their required credits by doing multiple placements over several terms.

Work experience student enrollments generated at least 50,985 number of hours for students to implement and augment their classroom instruction into resume building opportunities. The total number of FTE generated was 99.97 (based on 1 credit=510 hours). In the future, the office will continue to work with, and expand, employer base to ensure that classroom learning is current and appropriate for the degrees and occupations offered. For example, SOCC's Medical Assistant program is working towards becoming a national certified program, in part based on suggestions from the local employers. Currently, the internships are accounting for 1720 credits and generating 99.97 FTE, with each FTE translating into about \$1,400 for the college the office is accounting for \$139,958 to the college. With no formal budget, other than the salary of the coordinator, the benefit to the college is high.

Also the college has, in conjunction with Americorps/VISTA and Coos Watershed Association, a VISTA intern on campus to help raise awareness of Natural Resource Internships. A plan is in place to visit classrooms, host events and coordinate efforts between the VISTA intern and the Internship Coordinator to generate more Natural Resource internships. The community has numerous host sites for these programs. The goal of VISTA is to increase student awareness of these opportunities.

## **FACTORS AFFECTING RESULTS/PROGRESS**

Factors impacting enrollments could be the loss of the Athletic Training program means less students participating in Athletic Training internships. Also due to our Medical Assistant program not offering injection training until this past spring term, a lot of local medical centers chose not to host those students until they had the injection training. These numbers should increase again in 2013 as the medical centers welcome our students back with the new training and as we become a certified Medical Assistant program. We lost a main Criminal Justice faculty position this year. Because of diminishing courses being offered, our Criminal Justice degree program lost numbers which means less students to do Criminal Justice internships. We also faced a smaller number overall of students on campus. This also relates to less internships.

However our FTE increased from 83.88 to 99.97. While we had less actual students participating in internships, those students in the internships were taking more credits. This is due in part of the expansion into other non-CTE degrees. Those students see the value of more time spent at the internship site thus they are taking more credit hours.

## **NWCCU Accreditation Recommendation Response: Continue to refine thresholds**

Based on recommendations from the peer evaluators to the Year One Report to the Commission (NWCCU) to refine indicator thresholds, the method of measurement and thresholds for the academic year 2013-2014 and future were modified to clarify the method of measurement and to identify a solid threshold from which to measure:

**14A:** Measured by the percent of degree seeking students in majors offering work experience calculated as a three-year average compared to the threshold.

**14B:** Measured by the number of participating employers calculated as a three-year average compared to the threshold.

### **Thresholds:**

**14A:** Green: 18%

Yellow: 8 – 17%

Red: Below 8%

**14B:** Green: 100

Yellow: 45 - 99

Red: Below 45

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## Planning Priorities

**14A: Strategic Goal - 1:** Ensure access to diverse learning opportunities

**Annual Priority - 1.2:** Support diverse learning opportunities for students and the community

**Institutional Planned Accomplishment - 1.2A:** Encourage the development of delivery systems that meet the needs of students in various communities

**14B: Strategic Goal - 8:** Sustain and build strong community, business, and agency partnerships.

**Annual Priority - 8.1:** Create and sustain educational partnerships to promote shared resources for seamless educational opportunities.

**Institutional Planned Accomplishment - 1.2A:** Improve communication and involvement with community stakeholders-e.g. school districts, business and industry.

## Unit Planning

Provide real life, hands on experience for students to bridge classroom learning and the work place. The department will continue to expand its effectiveness by increasing and broadening the employer base to our ultimate goal of a 150 participating employers. It will offer more opportunities to a wider variety of students, including increasing the non-CTE FTE by 20% a year.

## Budget Impact

Achievement of this indicator is directly impacted by the staffing of the department. The internship program does not have a formal budget. In the future, a goal would be to set up a small working budget to assist with promotional materials, internship site visits and professional training for the Internship Coordinator. Investment into the Internship Department could prove fruitful as the internships grow.

## Achievement Analysis

As we have increased success in coordinating with the college departments and the employer base, we are gradually growing this program to provide the required hands-on experiences in CTE degrees. In addition, we are providing increased learning opportunities for Transfer students who can confirm that their chosen path is the correct one. This helps with retention, completion and overall student satisfaction. This is reflected in the growth from 43 internships in the Transfer area in 2011 to 81 in 2012. Students have realized the value of real life, hands on experience when applying for upper division programs and scholarships.

The employer base has grown from 72 in 2011 to roughly 103 in 2012. This also reflects how our community is embracing internships and the value our students bring to their businesses.

As the college continues to look to expand programs, such as Forestry and Marine Biology, internships will continue to play an important role in the outreach and success of these programs.

## DATA DOCUMENTATION

### *Documentation Posted:*

SOCC Mission Fulfillment Reports Website at: SOCC Mission Fulfillment Reports Website at:

<http://www.socc.edu/ie/pgs/success-indicators/index.shtml>

TracDat Assessment Software: Success Indicators 2012-13 folder

### *Data References:*

Tableau workbook for course information/term reports/yearly reports based on state reported data:

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## ABOUT THE DATA

The report and chart information was prepared and coordinated by Trish McMichael, Cooperative Work Experience/Internship Coordinator and Robin Bunnell, Institutional Researcher.

Student participants calculated as  $283/2602 = 11\%$ ; did not use three-year average as this is the first year for one-to-one tracking to majors. How this is measured in the future has been clarified for future years.

The difference in the amount of student participants was calculated as current year participants divided by the three-year average of participants: Current Year = 283, Prior Year = 282; Prior Two Years = 167.  $283/244 = 16\%$

The change in employer participation was calculated as current year employer total divided by the three-year average of employer total: Current Year = 103; Prior Year = 86; Prior Two Years = 48.  $103/79 = 30\%$

Contributions to the narrative were supplied by Trish McMichael, Cooperative Work Experience/Internship Coordinator and Patrick Platt, Academic Advisor.

### Requirements

NWCCU Accreditation; Academic Master Plan, State Reports

For more detailed information, contact the Institutional Research office - [ir@socc.edu](mailto:ir@socc.edu)