



**ACHIEVEMENT**

Achieved 10.5% (14A) =



Achieved 110 (14B) =



**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:** Measured by the percent of degree seeking students who participated in an internship within 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.

**Indicator Thresholds**

<b>14A:</b>	Green: 18% or greater	Yellow: Between 8% and 17%	Red: Below 8%
<b>14B:</b>	Green: 100	Yellow: Between 45 and 99	Red: Below 45

**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 10% (226 total students) in 45 major options in 2013-14 with a two-year average of 10.5% (509/4843). The three-year average will be determined next year once we have three years of data. The three-year average (2011-2013) of employer participation was 110 employers with a total of 112 employers participating in 2013-14. See calculation notes in the Achievement Analysis section.

For Fiscal year July 1 2013-June 30 2014 the internship office worked with 137 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. The combined numbers are **308** total internships with **226** 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 40,031 hours for students to implement and augment their classroom instruction into resume building opportunities. The total number of FTE generated was 78.49 (based on 1 credit=510 hours). This figure is down due to loss of 57 students overall from last year. Many of the losses were in the Culinary, Fire Science and EMT programs. OCCI is in the process of organizing how culinary internships are reported by the students. Their reporting process is being reorganized to make it more consistent with student participation. The EMT program is also realigning their internship process to incorporate it over several terms which matches state EMT requirements. Both of these should see a larger number of internships next year.

Currently, the internships are accounting for 1337 credits and generating 78.49 FTE, with each FTE translating into about \$1,400 for the college the office is accounting for \$109,886 to the college. With no formal budget, other than the salary of the coordinator, the benefit to the college is high.

In the future, the office will work with and expand student interest in internships. Some of the downward trend was due to fewer Transfer students participating. This accounts for the loss of Transfer student internships (81 in 2012 to 74 in 2013). We will work with faculty in various departments to encourage real life learning experiences. Many employers have asked for interns. The difficulty has been in finding students either interested or with the basic skills for these sites. Outreach to academic departments to involve faculty has already been undertaken and the office hopes that the results will be reflected in next year's summary.

## **FACTORS AFFECTING RESULTS/PROGRESS**

The largest issue affecting results was the lack of students. The college went from 2602 degree-seeking students in 2012/2013 year to 2241 the 2013/14 year. This is a net loss of 361 actual students available overall for internships. This decrease in the pool of students available to do internships made the overall number of possible internship participants less this year.

Other factors would be the changes in Accreditation processes and more students repeating internships duplicate terms.

### **Success Indicator Changes for 2014-15 supporting NWCCU accreditation standards: 1.B.2; 4.A.1; 4.B.1; 5.B.2**

An updated measurement was instituted during 2013-14 for both measures with the employer participation calculated as a three-year average for the number of unduplicated employers who participated in the internship program. While the measure for 14(A) that now considers a percentage of students who participate in the internship program appears to provide meaningful information, the measure for 14(B) required further refinement. Purely looking at the number of employer participants does not fully represent the capacity of students to employers within the district. There are over 8,000 employers within the three county college district. Given the fact that 112 employers participated in 2013 -14, the percent of employers is just nearly 1.5%, not a figure that provides real meaning to the representation of community engagement.

A better way to measure the participation rate of employers is to consider the unduplicated employer count compared to the unduplicated student count, providing a ratio of employers to students. The impact of internships in the community is better measured by the ratio as this is a better representation of the capacity to provide student internships rather than purely a set figure of employer participants. The threshold range was developed by taking into consideration the number of large employers in the area (Bay Area Hospital, Southwestern, Coos County Public Health Department, Coos Watershed Association) who host multiple internships per term. The green threshold was determined by balancing large employers with small employers and setting the threshold to 1:2 with

the goal to include as many small employers as possible. With at least 50% of the students participating in an internship opportunity at different employers, we are providing an expanded learning experience for the students in the area. This also shows the true level of community engagement by reflecting that many employers host multiple students. The range for the yellow threshold was determined by the green threshold and the lower red threshold. The red threshold was determined by an expectation that at least 25% (1:4 ratio) of students should participate in an internship opportunity with different employers.

The measure for 14(B) will be updated as follows for 2014-2015:

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

**Indicator Thresholds**

**14B:** Green:  $\geq 1:2$       Yellow: Between 1:2.1 and 1:4      Red:  $< 1:4$

**Planned Projects**

**14A: Strategic Objective – LA.3:** Students demonstrate that they have met institutional learning outcomes

**Project – LA.3.1:** Review progress in student outcomes assessment in academic programs, tying the course outcomes to program outcomes to general education outcomes

**14B: Strategic Objective – CE.1:** Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs .

**Project - CE.1.2:** 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. While there are actually more employers interested in hosting internships in our community, the issue this year has been finding students to fill those spots. Effort will be given to increasing student interest in internships this next year. It will offer more opportunities to a wider variety of students, including increasing the non-CTE FTE by 10% a year.

**Budget Impact**

***Budget Impact identifies the budget requests that needed in the future year(s) to support the planned changes.***

Achievement of this indicator is directly impacted by the staffing of the department. The internship program does not have a formal budget. Investment into the Internship Department could prove fruitful as the internships grow.

**Achievement Analysis**

As we have increased success in expanding the employer base, we will actively market the program internally to staff and faculty offering more opportunities to students in a wider variety of real life experiences. With the necessary accreditation changes in place now, we expect internship participation and value to increase over the next reporting year reversing a slight downward trend back into the positive growth and

participation we have seen the last three years.

The employer base has grown from 86 in 2011 to 112 in 2013. This also reflects how our community is embracing internships and the value our students bring to their businesses.

Working with the Dean of Career Technical Education and the Curriculum Technician, the Internship Coordinator is in the process of streamlining the Course Outlines for internships and Cooperative Work Experience. A new course, numbered 180, is awaiting Oregon Board of Education and the college approval. This course is targeted for students for career exploration while earning transferable credit. The intent of this course is to spark participation in internships within the largest degree program – AAOT. The Internship Coordinator averages four host sites a term that go unused by students due to lack of interest. Also the CWE 2280/280 courses are being renumbered by the Dean and Course Outlines are being updated per appropriate faculty.

Last year's report mentioned the AmeriCorps/Vista program. While they did provide an intern to help generate interest in internships, this position has been heavily involved in grant writing to fund their activities. The intern was able to secure a grant to fund 9 students for Summer 2014 in a bridge internship program. This increase in internships will be reflected in next year's report.

The number of internships that the Internship Office is directly responsible for is down 14 students from the 2012-13 year. Reasoning is lack of students in programs and issues with Accreditation requirements for Medical Assistant program. Many of our programs that require internships have fewer students enrolled in them currently such as the Criminal Justice program and the Computer Science degrees. Both of these are facing changes in the upcoming year. The Criminal Justice program will be hiring a faculty member to oversee it and to market the program to increase its enrollment. The Computer Science program is adding new degrees and revamping the current ones to make it more attractive to students.

The Medical Assistant program is undergoing Accreditation. The implementation of Site Agreements, required for accreditation, contributed to the lower numbers in Medical Assistant internships this past year. Also this program now requires students to pass background checks, drug screening and immunization requirements. Many students have not been able to complete this process at all or in a timely manner. The Allied Health Department and the Internship Coordinator worked to address these issues and now have an effective process in place. Medical Assistant internships are expected to increase Fall 2014 and the remaining school year. Medical Assistant internship host sites were lost due to a new computer system being installed at the largest medical center in the area. The medical center expects to host Medical Assistant students again Winter 2015.

Of special interest is that 29 students repeated internships over a couple of terms. These students found such high value in their internship sites that they either asked for the same site for another term to continue their real world learning experience or they asked for another host site to enrich their overall learning knowledge. These 29 repeaters took internship sites from other interested students, resulting in a net loss of total participants. Meaning that over all the internships were down but the amount of

students repeating internships was up.

Student participants calculated as  $226/2241 = 10\%$ . Prior Year =  $283/2602 = 11\%$ . Was unable to use three-year average as this is the second year for one-to-one tracking to majors with a two-year average of  $10.5\%$  ( $509/4843$ ).

The employer participation was calculated as a three-year average of employer participants : Current Year = 112, Prior Year = 103, Prior Two Years = 86 for  $301/3 = 100$ .

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## DATA DOCUMENTATION

### *Documentation Posted:*

Portal: Resource Center Core Themes – Objectives – Success Indicator Page:

[https://mylakerlink.socc.edu/ICS/Resource\\_Center/Core\\_Themes\\_-\\_Objectives\\_-\\_Success\\_Indicators.jnz?portlet=Handouts\\_2014-09-17T12-15-51-67](https://mylakerlink.socc.edu/ICS/Resource_Center/Core_Themes_-_Objectives_-_Success_Indicators.jnz?portlet=Handouts_2014-09-17T12-15-51-67)

Assessment Software: Success Indicator 14 Report – execute report for specified year

### *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.

Contributions to the narrative were supplied by Trish McMichael, Cooperative Work Experience/Internship Coordinator and Robin Bunnell, Institutional Researcher.

## DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS

How to measure this indicator (14A) was determined by looking at the past numbers and comparing them with the projected numbers of incoming students. Since the numbers are all based on how many students we will have in the specific majors that offer work experience, we looked at future predicted incoming student numbers. The threshold levels were determined by an acceptable level of participating majors of 18% based on a five-year history of student participation. The yellow range represents a 10 percentage point spread to allow for fluctuations in enrollment as well as expansion of programs that do not directly require internship/work experience as part of the program as they are non-CTE programs of study (AS with articulation agreements or short-term certificate options).

The current means of measurement for indicator (14B) was assessed by looking at past patterns of actual internship sites. An updated measurement was instituted during 2013-14 for both measures with the employer participation calculated as a three-year average for the number of unduplicated employers who participated in the internship program. Also according to Arlene Soto of the Small Business Development Center - Reference USA, a data collecting agency, puts the college's district of Coos, Curry and Western Douglas counties at currently just over 8,000 employers. 10% of this would be 800 employers. As we would never have 800 students available each year to be hosted at 800 employer sites, 150 employers seem more manageable in terms of having the student supply.

### Requirements

NWCCU Accreditation; Mission Fulfillment; Academic Master Plan; State Reports

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

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