



ACHIEVEMENT

Achieved 10.2% (14A) =



Achieved 1:2.25 (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 ratio of employers per student calculated as a three-year average compared to the threshold.

Indicator Thresholds

14A:	Green: 18% or greater	Yellow: Between 8% – 17%	Red: Below 8%
14B:	Green: $\geq 1:2$	Yellow: Between 1:2.1 and 1:4	Red: $< 1:4$

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 10.4% of degree-seeking students (228 total students) in 24 major options in 2014-15 with a three-year average of 10.15% (737/7265). The three-year average (2011-2014) of employer participation was 110 employers with a total of 112 employers participating in 2014-15. See calculation notes in the Achievement Analysis section.

For Fiscal year July 1 2014-June 30 2015 the internship office worked with 124 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 **301** total internships with **228** 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 contributed 47,574 hours in the workforce allowing students to implement and augment their classroom instruction into resume building opportunities. Currently, the internships are accounting for 1449 credits and generating over 95 FTE, with each FTE translating into about \$1,400 for the college the office is accounting for \$133,000 to the college. With no formal budget, other than the salary of the coordinators, the benefit to the college is high.

In the future, the office will work with and expand student interest in internships. Already looking into the 2015/16 year, there has been an increase in internships. The Medical Assistant program has streamlined its application process, student interest has grown in the AAOT fields and with a new Welding instructor who supports internships, we should see an increase next year.

FACTORS AFFECTING RESULTS/PROGRESS

The largest issue affecting results was the lack of students in the Welding program. This figure is down due to loss of 11 students overall from last year. The Welding program only generated 3 internships for the year. In the past they have had up to 15 welding internships a year. The loss of these are based on students selecting other specific elective courses than internships. On the Medical Assistant side, past issues have been worked out and numbers should grow in those areas. With a new Welding instructor coming on, the reestablishment of internships and their role for future employment in Welding should be created.

BUDGET IMPACT ASSOCIATED WITH FUTURE PLANNING

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.

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

There are currently no planned changes associated with this indicator.

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.

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 2014. 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 has received approval from the Oregon Board of Education and the college approval. This course numbering 180 is targeted for students for career exploration while earning transferable credit. This numbering goes into effect fall term 2015. 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 were numbered by the Dean and Course Outlines are being updated per appropriate faculty.

The number of internships that the Internship Office is directly responsible for is down 13 students from the 2013-14 year. Reasoning is lack of students in the welding program.

DATA DOCUMENTATION

Documentation Posted:

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

https://mylakerlink.socc.edu/ICS/icsfs/SI_14_WorkExperience_2014_2015.pdf?target=64f3e1fe-900c-4328-a623-3177c34b448c

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

Data References:

SSRS query based on state reported data: \\socc.edu\docs\IT Docs\Jenzabar\scripts\IR\SI_14_Degree Seeking and also CWE reports from SSRS: CWE_Data_Report and CWE_Student_Courses_Report to collect unduplicated and duplicated student information as well as employer information including the total hours and credits for all work experience learning opportunities.

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.

Data Calculations

Student participants calculated as: Current Year = $228/2199 = 10.4\%$; Prior Year = $226/2241 = 10\%$; Prior Year 2 = $283/2602 = 10.9\%$. Three-year average = $737/7042 = 10.5\%$.

The ratio of employers to students was calculated as a three-year average: Current Year = 112:228 (1:2.04) Prior Year = 112:226 (1:2.02), Prior Year 2 = 103:283 (1:2.75) for 327:737 (1:2.25).

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

The measure for 14(A) considers a percentage of students who participate in the internship program compared to all students in each program appears to provide meaningful information. 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 measure for 14(B) required further refinement effective 2014-15. 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.

Requirements

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

For more detailed information, contact the Institutional Research office - ir@socc.edu