



ACHIEVEMENT

Achieved 4.14 Average Rating =



CORE THEME

Access

OBJECTIVE

A.3: Students access relevant curricula that support lifelong learning and achievement

INDICATOR

A.3.3: Success Indicator 37 – Graduate Survey

Measured by the overall rating of student expectations and needs from internal survey data.

Indicator Thresholds

Green: Rating \geq 4 Yellow: Rating between 3.00 and 3.99 Red: Rating $<$ 3

Purpose and Meaning

Assesses student perceptions of programs and services after they have completed their degrees, providing important feedback for the planning and improvement of those services accessed by students.

WHAT WAS ACHIEVED AND WHAT IS PLANNED FOR THE FUTURE

The Graduation Survey is an assessment that looks at students experience while at southwestern. In 2014, the overall rating was 4.14, slightly down from a score of 4.23 in 2013. The score range is, 1 Very Dissatisfied to 5 Very Satisfied. Total number of respondents was 332 for 2014. The areas fall into three camps, Student Services, Student Activities and Instruction. Student Services is further broken down into areas, Financial Aid, First Stop, Advising, Counseling, Admissions, and Online Registration. Instruction, Athletics, Recreation Center, Recreational Sports are also mentions but will not be covered in this narrative. The graduating students rank their impressions of the services they received while at the college. The areas that are ranked as needing improvement will be addressed in this upcoming academic year. In 2014 the areas that need improvement, ranked negatively, by students are as follows Advising 31%, Financial Aid 40%, Student First Stop 40%. Financial Aid and First Stop ratings have improved slightly from last year. Advising satisfaction have gone down. Although small improvements have been made in a few areas, we still are not satisfied with the ratings for 2014. Discussions will begin with groups in each of these areas to explore ways to improve student satisfaction which, in turn, will improve student access.

FACTORS AFFECTING RESULTS/PROGRESS

The improvement in the Financial Aid and Student First Stop ratings are due to increase trainings in customer service and streamlining of processes making the more efficient. The decrease regarding Advising satisfaction may be due to the lack of advisor training.

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

There are no planned changes for this indicator, how it is measured or the threshold levels for 2014-15.

Planned Projects

Strategic Objective – A1: Students access varied learning opportunities

Project – A.1.1: Improve student achievement through new or enhancing programs or classes

Project – A.1.2: Develop additional learning opportunities to meet needs

Project – A.1.4: Increase breadth and depth of online courses

Project – A.1.5: Enhance and improve enrollment processes and activities to promote student engagement and retention

Strategic Objective – A1: Students access varied learning opportunities

Project – A.2.2: Assess testing and advising in order to facilitate the success of students in appropriate courses and programs

Project – A.2.3: Conduct needs assessment of services and facilities to meet ADA

Unit Planning

Advising staff will review the results of the graduation survey and develop a plan of improvement. Directors of Financial Aid and First Stop will meet with their staff to talk about survey results and implement improvements. The Education Support Services Leadership team will be updated on the improvements that these departments recommend.

Budget Impact

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

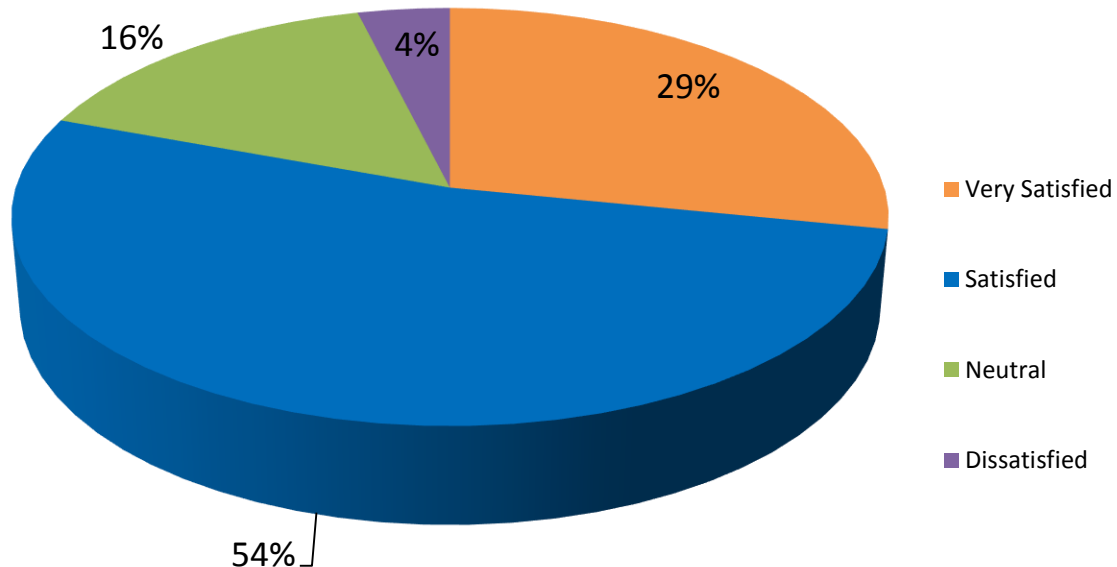
The College will conduct a LEIN audit of student services. This audit will be paid for out of grant funds so there will be no impact on the General Fund budget. The results of the LEIN process may have an impact on the General Fund budget. The results of the audit may recommend additional trainings in new processes which may result in new software etc. The First Stop center has plans for a remodel which will make the student experience more satisfying. In addition, advising service may need additional staff and or trainings in order to implement improvement's to service.

Achievement Analysis

When asked, what was your main objective for attending SWOCC was in 2013, 30% reported to earn a transfer degree, 50% reported to earn an Associate's Degree, 16% reported that their main objective was to earn a 1 year certificate. In 2014 44% wanted to earn a Transfer Degree, 45% wanted to earn an Associate's Degree, and 5% wanted to earn a 1 Year Certificate. In 2013, students report an overall satisfaction of 88%. In 2014, overall Student Satisfaction was 78%. When asked if the skills learned at SWOCC would have an impact on current or future employment, in 2013 student's ratings were 88% positive but in 2014 the rating was 82% positive. When asked, what was your overall impression of your experience at SWOCC, 85% reported a positive experience in 2013 but in 2014 the rating was 76%. In 2013 it was stated that SWOCC needs to improve in the areas of Advising, Financial Aid and First Stop services. The current model of advising needs to be reevaluated given the current number of full time faculty who advise. To compensate for fewer full time faculties, a default advising repository was created in order to serve and monitor students. ESPS is now the largest repository of advisees at the college. The majority of these students are new to the college. ESPS has two professional advisors who carry 150 or more advisees. In addition to the professional advisors, ESPS has two faculty advisors with an advising load of 25 advisees, which is set by the faculty contract. The college will need to explore other ways to serve these students. One option would be to increasing the number of advisees per full time faculty, another option would be to hire additional professional advisors in ESPS or other departments such as Athletics, and another option would be to have other staff advice students. In 2014, the College still has areas that need improvement. First Stop, Financial Aid and Advising areas still need to be looked at and solutions generated to increase student satisfaction. A LEIN audit of Student Services would assist with this. In 2014, the College hired 8 new faculties which will carry an advising load of 25. Also a part time men's Soccer coach will have advisees.

Finally Financial Aid processes need to be reviewed to determine workflow and staffing. According to the Director of Financial Aid, there are definite times during the year when the number of FA applications are high. Additional staff should be brought in to assist with the processing FA applications during this time.

Educational Experience at Southwestern



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

Assessment Software: Success Indicator 37 Report – execute report for specified year

Data References:

Graduate Survey data compiled within the survey software and tracked with the yearly graduate report. Data and report located on the network: itt\institutionalresearch\surveys\graduation and \\itt\InstitutionalResearch\InstitutionalEffectiveness\SuccessIndicators\SI_37_GraduateSurvey

ABOUT THE DATA

The report and chart information was prepared and coordinated by Tim Dailey, Dean of Students and Robin Bunnell, Institutional Researcher.

Contributions to the narrative were supplied by Tim Dailey, Dean of Students.

DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS

The measurement of this indicator was based on a Baldrige recognized community college, Richland College in Texas. The survey was developed with their permission and the green threshold determined by an acceptable level of 1 rating level above the mid-range rating of 3. The yellow threshold was determined with a minimum level of acceptance as the mid-range rating of 3. The thresholds levels are aligned with other survey rating indicators that were based on state performance indicators with an acceptable target level of 4.

Requirements

NWCCU Accreditation; Program Review.

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