Southwestern Oregon Community College

Success Indicator 37
Graduate Survey

2014- 2015

ACHIEVEMENT	Achieved 4.23 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: ≥ 4 Yellow: Between 3.00 and 3.99 Red: < 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

During 2014-2015 academic year, 89% of students felt satisfied or very satisfied that their needs were met, this resulted in an average rating of 4.23. This is up from an 82% satisfaction rate in 2013-2014; with an average rating being 4.13. Students' responses are based on a 1 to 5 scale. All students who apply for graduation must submit a graduation survey at Southwestern. Student feedback is necessary for the evaluation of services and confirmation of student satisfaction. In 2014-2015, 768 degrees and certificates were conferred to 409 students. Of those degrees and certificates, 330 were transfer degrees with many students earning more than one degree.

In reviewing students' feedback and the college's commitment to meeting students' needs, three priority projects have been set for the 2015-2016 academic year:

1.   Purchase and implement College Scheduler with Title III grant or with College funds. Administration has expressed interest in the software if College funds are available and the grant is not funded. Students rated online registration with a higher rate of dissatisfaction compared to the prior year. Additionally, it was a repeated concern in their comments for improvements. College Scheduler's main purpose is to help students build their class schedules around their busy schedules. However, it will also help in searching for courses as the current process is cumbersome.

2.   Explore a professional advising model out of Educational Support Programs & Services (ESPS). The funds will need to be built in the following year's budget. Students rated advising with a high rate of dissatisfaction this and last year. Their comments were geared mostly towards their dissatisfaction of faculty advising and less of counseling advising (ESPS). An advising model will move all academic advising to a central location with staff specialized in such duties.

3.   Train staff to a more efficient, effective, and consistent format of note taking in Jenzabar's Notepad. Obtaining this objective will have no financial cost; instead, it will take time to write guidelines, train staff, and implement the process. Though students were less dissatisfied with their frontline staff interactions compared to last year, students still felt there were issues with conflicting messages and miscommunication. Improved communication between staff after interacting with students will help reduce student frustration.

BUDGET IMPACT ASSOCIATED WITH FUTURE PLANNING

The cost of College Scheduler is $10,000 annually, with the $2,500 set up fee.

1. The cost of hiring two new staff for the professional advising model will cost a minimum of $130,000. These funds will need to be budgeted for 2016-2017 or later.
2. The cost of writing guidelines and training staff in using Notepad consistently is $0.

Success Indicator Changes for 2015-16 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	**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

In 2014-2015 there were two priority objectives set; however, they are still in progress. The funding of the LEIN audit is based on the College receiving the Title III grant. The remodel of the Student First Stop Center is pending the availability of general fund funds

chievement Analysis

Student satisfaction steadily improved from last academic year to this year, 2014-2015. Students' overall impression of Southwestern increased to 86% satisfaction from 77% last year. Students' level of satisfaction for the preparation they received stayed steady with a 78% this year to a 77% satisfaction rate last year. Their main objective of earning a degree increased to 94% from 92%. While many students planned to transfer to universities, many more commented that they planned to use their Associate degrees to find employment as they enter or advance in the workforce. Students confirmed this with 81% agreeing that their award will affect their current or future employment. Those who planned to transfer are primarily planning to attend Oregon's public universities; such as, Eastern Oregon, Oregon State, Oregon Institute, and Southern Oregon. Linfield, a private university, was also listed. Others planned to attend University of Oregon and Portland State.

Students were asked which areas of Southwestern needed improvement. Comparing from last year, for 2014-2015 students were considerably less unsatisfied with Admissions (down to 8% from 12%), Counseling (down to 11% from 15%), Instruction (down to 13% from 22%), Financial Aid (down to 31% from 40%), and the Student First Stop Center (down to 23% from 40%). Athletics, the Recreation Center, and Recreational Sports stayed steady with very little need for improvement, while Advising stayed high with a consistent 31% rate of needing improvement. Online registration (up to 17% from 14%) and student activities (up to 13% from 8%) increased in areas needing improvement. Survey results are located on the web at: https://mylakerlink.socc.edu/ICS/icsfs/GraduateSurveyResults_2014_2015.pdf?target =3e67468e-aa51-4238-8e29-0db216c8d5a4

Educational Experience at Southwestern

- 8%
- 2%
- 36%
- 53%

Legend:
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
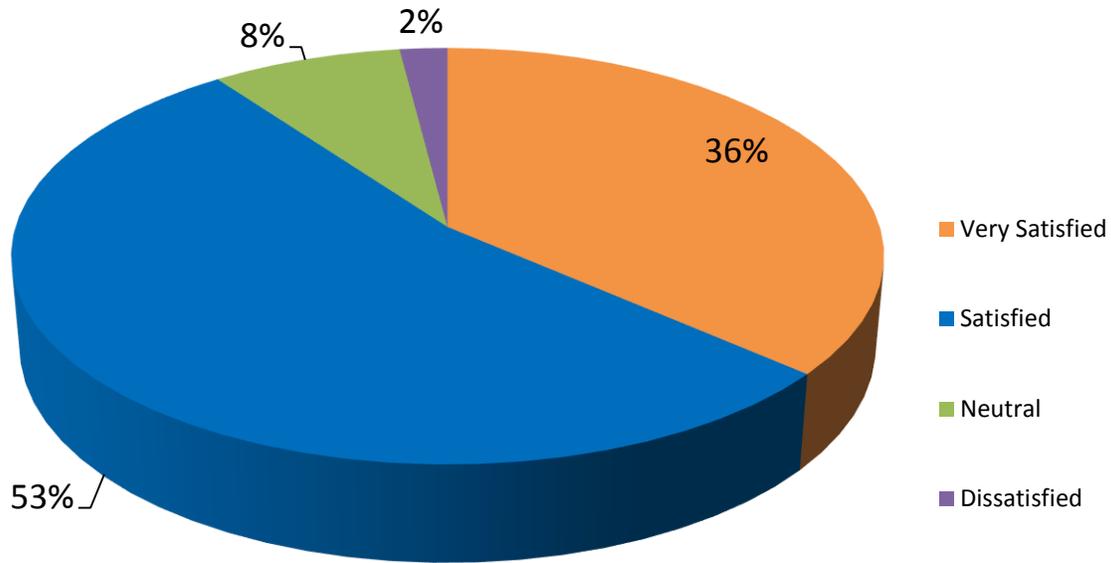
DATA DOCUMENTATION

Documentation Posted:

Portal: Resource Center Core Themes – Objectives – Success Indicator Page:
https://mylakerlink.socc.edu/ICS/icsfs/SI_37_GraduateSurvey_2014_2015.pdf?target=6eeb0d86-c020-4d3f-96e0-a50d068e36ea

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

2015 Graduate Survey Responses:
https://mylakerlink.socc.edu/ICS/Resource_Center/Reports_and_Surveys.jnz

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
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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 Baldridge 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