



ACHIEVEMENT

Achieved 34% =



CORE THEME

Access

OBJECTIVE

A.1: Students access varied learning opportunities

INDICATOR

A.1.4: Success Indicator 39 – Institutional Financial Assistance

Measured by the percent of institutional grant assistance provided as a three-year average reported to IPEDS compared to the IPEDS selected similar college cohort comparison group of full-time, first-time degree/certificate seeking students as the percentage point gap between Southwestern and comparison colleges.

Indicator Thresholds

Green: 10 percentage points or greater Yellow: Between 0 and 10 percentage points
Red: Below 0 percentage points

Purpose and Meaning

Allows the institution to measure itself against a cohort of like institutions nationwide regarding institutionally provided funding for students with limited financial resources to access.

WHAT WAS ACHIEVED AND WHAT IS PLANNED FOR THE FUTURE

The three-year average percentage gap between Southwestern Institutional Grant assistance and the comparison cohort group of similar small colleges was 34% (48 compared to 14) when comparing the IPEDs reports for 2011, 2012, and 2013. This represents a 4% gap decrease as compared to the year before. Southwestern does an excellent job of providing tuition assistance opportunities for its students and will continue to seek ways to increase or at the least, maintain the number of students receiving institutional assistance.

FACTORS AFFECTING RESULTS/PROGRESS

This decrease can be attributed to the budget reduction in institutional waivers during the 2013-14 academic year.

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 changes planned for next year.

Planned Projects

Strategic Objective – A1: Students access varied learning opportunities
Project – CE.3.1: Expand access financial assistance

Unit Planning

The admissions office has had to continue to reduce tuition waiver awards given to specific academic areas and focus the awarding of institutional waivers towards those areas that will have the greatest effect on persistence and completion.

Budget Impact

Institutional waivers are used to help leverage other types of aid that students may be receiving, thus allowing more students to attend, persist, and complete while resulting in net increases in tuition and fee revenues. The reduction of the availability of tuition waivers may have an overall negative impact on revenues as most students who receive a waiver, receive on average, less than 1.5 terms.

Achievement Analysis

SWOCC has long made a commitment to providing institutional tuition assistance to its students through foundation scholarships, institutional waivers and academic excellence awards. The institution uses discretionary tuition waivers to help leverage the ability of out of area students to attend in an effort to help offset the continued decline in enrollments, from its in-district high schools and community populations at large. SWOCC was still able to provide institutional grants at a 34% higher rate than our comparison institutions as reported through IPEDS.

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 39 Report – execute report for specified year

Data References:

IPEDS Data Feedback Reports; Excel comparison chart located on the network:
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ABOUT THE DATA

The report and chart information was prepared and coordinated by Tom Nicholls, Executive Director Enrollment Management and Robin Bunnell, Institutional Researcher.

Contributions to the narrative were supplied by Tom Nicholls, Executive Director Enrollment Management.

DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS

How to measure this indicator was determined by looking at the IPEDS Feedback Report and comparing Southwestern institutional support to the cohort. Measuring the gap between Southwestern and the cohort was chosen to establish the level at which the College provides institutional financial support with the threshold determined as the expectation to provide at least 10% more than the cohort. The yellow threshold represents support at a comparative level on the low end while the red threshold represents support below the cohort level. The measurement and thresholds require yearly review to ensure the indicator provides meaningful and applicable data to be used in decision making, specifically for planning and budget development.

Comparison Cohort Colleges:

- Big Bend Community College (Moses Lake, WA)
- Blue Mountain Community College (Pendleton, OR)
- Clovis Community College (Clovis, NM)
- College of the Redwoods (Eureka, CA)
- College of the Siskiyous (Weed, CA)
- Grays Harbor College (Aberdeen, WA)
- Laramie County Community College (Cheyenne, WY)
- Lassen Community College (Susanville, CA)
- Lower Columbia College (Longview, WA)
- North Idaho College (Coeur d'Alene, ID)
- Treasure Valley Community College (Ontario, OR)
- Truckee Meadows Community College (Reno, NV)
- Umpqua Community College (Roseburg, OR)
- Walla Walla Community College (Walla Walla, WA)
- Wenatchee Valley College (Wenatchee, WA)

Requirements

NWCCU Accreditation; Foundation Plan, Enrollment Plan.

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

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