



ACHIEVEMENT

Achieved 31% =



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: \geq (10 percentage points or greater) Yellow: Between 0% and 9% (percentage points)

Red: $<$ 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.

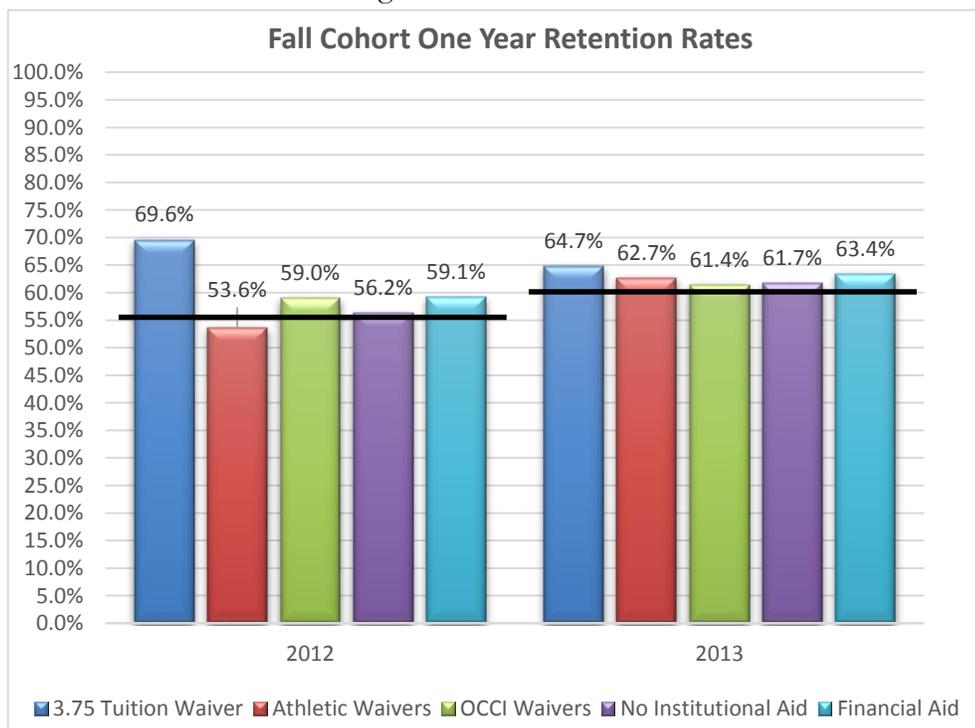
WHAT WAS ACHIEVED AND WHAT IS PLANNED FOR THE FUTURE

The three-year average percentage gap between Southwestern Institutional Grant assistance and the comparison cohort group of similar small colleges was 31% (48% compared to 17%) when comparing the IPEDs reports for 2012, 2013, and 2014. This represents a 3% 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.

Students receiving the 3.75 high school GPA waiver persist at higher rate than students who do not receive institutional aid. This is true as well for those students receiving athletic and program specific grants-in-aid.

Students who received no financial aid – no federal, state, institutional, or other scholarships had the lowest retention rates at 36.7% for 2012 and 44.9% for 2013.

Based on this statistical information it is imperative that



the college continue to find ways to leverage the use of institutional aid to provide as many students as possible with some type of financial assistance. Possible solutions might be to increase the number of institutional awards given to those students who receive federal aid only in the form of student loans or to those who receive no federal aid at all. This level of assistance as compared to the IPEDS cohort will be difficult to maintain in the future as there has been a reduction in the available number of non-athletic waivers by 52% since 2010.

BUDGET IMPACT ASSOCIATED WITH FUTURE PLANNING

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.

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

Strategic Objective – A1: Students access varied learning opportunities

Project – CE.3.1: Promote the value of contributing to the Foundation and identify sources of support for new programs

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.

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 31% higher rate than our comparison institutions as reported through IPEDS. In light of the shifting of 30% of state funding distribution being based on students reaching completion benchmarks, the institution needs to remain cognizant of continuing to provide current levels of institutional assistance to its students. This data shows that those students who receive some type of financial assistance while attending Southwestern persist at rate greater than those who do not. However, other factors that may be attributable to this success might include the propensity of cohort groups such as OCCI and athletics to persist at a consistently higher rate outside of this assistance, along with the fact that students receiving the 3.75 tuition waiver begin their college careers with a higher degree of academic readiness.

First Time Freshman Full-Time	3.75 Tuition Waiver		Athletic Waivers		OCCI Waivers		Other Tuition Waivers		No Institutional Aid	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Fall Cohort	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Retained 1 Year	69.6%	64.7%	53.6%	62.7%	59.0%	61.4%	58.8%	50.0%	56.2%	61.7%

First Time Freshman Full- Time	Financial Aid		Pell		No Financial Aid		All Students	
	2012	2013	2012	2013	2012	2013	2012	2013
Fall Cohort	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Retained 1 Year	59.1%	63.4%	57.2%	60.4%	36.7%	44.9%	55.7%	60.8%

DATA DOCUMENTATION

Documentation Posted:

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

https://mylakerlink.socc.edu/ICS/icsfs/SI_39_FinancialAsst_2014_2015.pdf?target=1e3d664d-e5a2-4ebd-a910-275a7fe8962d

Assessment Software: Success Indicator 39 Report – execute report for specified year

Data References:

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

itt\institutionalresearch\successindicators\si_39_institutionalfinassistance

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)
- Yakima Valley Community College

Requirements

NWCCU Accreditation; Foundation Plan, Enrollment Plan.

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

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.