



Southwestern Oregon Community College

Success Indicator 5 Student Engagement Activities - CCSSE

2013- 2014

ACHIEVEMENT

Three-survey Average of 46.7 =



CORE THEME

Access

OBJECTIVE

A2: Students access services that support learning

INDICATOR

A.2.1: Success Indicator 5 – Student Engagement Activities - CCSSE

Measured by the three-survey CCSSE benchmark average “Support for Learners”

Indicator Thresholds

Green: 55 or greater Yellow: Between 45 and 54 Red: Below 45

Purpose and Meaning

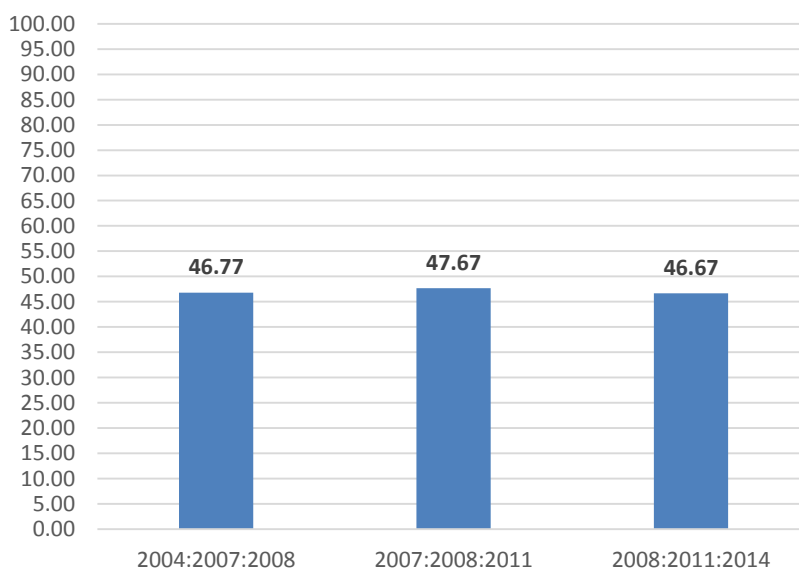
Student engagement activities influence academic performance and degree attainment. The purpose is to assess the quality of student engagement in order to strengthen those areas that are currently supporting student engagement and to improve those areas that are not excelling. The most critical period of vulnerability for student attrition is the first year of college. More than half of all students who withdraw from college do so during their first year

WHAT WAS ACHIEVED AND WHAT IS PLANNED FOR THE FUTURE

The Support for Learners benchmark three-survey average (2008, 2011 and 2012) was 46.7, a decrease of 1% from the 2007, 2008, and 2011 three-survey average. SWOCC ranks about the same overall with other small rural colleges in Oregon (three-survey average – 2008, 2011, and 2014). The college is an Achieving the Dream school and identified activities for 2014-15 and 2015-16 that focus on increasing student engagement. Such activities include redesigning the Orientation process and implementing a comprehensive First Year Experience program. A workgroup is scheduled to attend a statewide CCSSE data workshop in November 2014 with an outcome for faculty and staff who attend to have a better understanding of CCSSE trend data by looking at the individual questions that are included in the benchmark categories. The workgroup and other interested faculty and staff will identify key subpopulations where the benchmark score falls below the red threshold in order to develop activities for next year and the following years designed to provide increased support for learners. A plan to communicate the CCSSE results will be rolled out after attending the meeting and include data elements provided by the ATD Data team. One consideration is to include CCSSE as a winter in-service activity.

New Student Orientation needs to be developed for both online students and students on campus, including part-time students. The College plans to purchase an online student orientation program from COMEVO. A work group led by the Dean of Students will develop modules that will focus on first time freshman. The orientation will be mandatory. The proposed implementation will be April 2015. In addition, a college success course HD 100 is proposed for those students who are in at

Support for Learners Three-Survey Average



least two developmental education subject area.

FACTORS AFFECTING RESULTS/PROGRESS

There are several factors that will impact the progress of implementing strategies that will keep students more engaged. There are limited resources and capacity to provide increased services related to learner support. Future planning that prioritizes strategies and activities that have been identified from the CCSSE research which are designed to increase student engagement are critical for student persistence, retention, and completion as well as overall success. A multi-year plan that includes achievable strategies and activities must be developed.

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

The indicator will be reviewed by the workgroup who attend the CCSSE statewide workshop and other groups for potential revision for the next survey administration scheduled for 2017 by considering whether benchmark scores or trend data provides the most meaningful way to measure the indicator.

Planned Projects

Strategic Objective – A1 Student access varied learning opportunities

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

Strategic Objective – A2 Student access services that support learning

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

Strategic Objective – A2 Student access services that support learning

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

Unit Planning

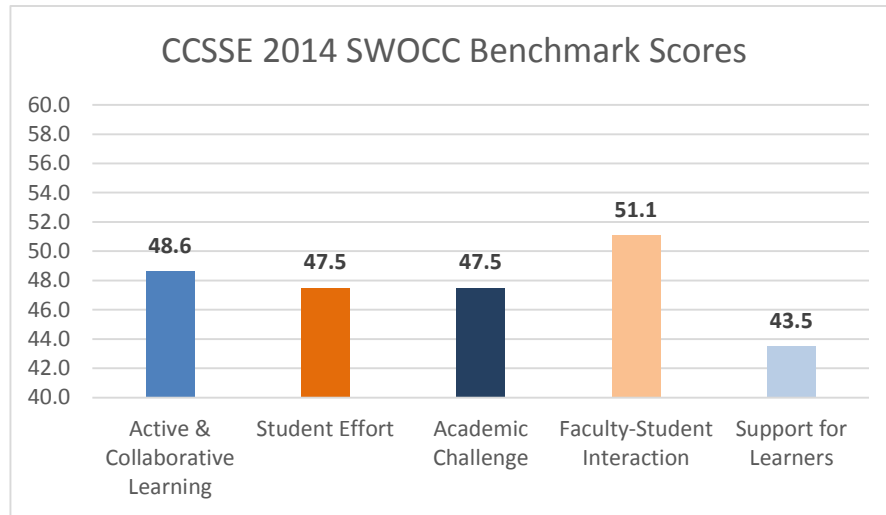
In 2013-2014 several plans were put in place to increase student engagement with the ultimate goal of increasing retention. HD 100 College Success and Survival continued to be mandatory for all housing students and encouraged by advisors for those students who were in two or more developmental ed. classes. In addition an Early Start program was developed for new incoming student athletes. The students were given an academic placement test to determine their skills in Reading, Writing and Math. Those students who did not need any remediation were assigned to college level classes that fit their particular degrees program. For those students who need some academic skill building there were assigned to a “Boot Camp”. The camp focused on intensive tutoring and skill building. At the end of the camp these students were given an academic placement test to determine their progress in the camp. The majority of students who attended the camp improved their scores allowing them to register into more advanced courses.

Budget Impact

There will be some budgetary impact. The college will need to invest in additional tutoring services both face to face and on line. The college will need to invest in additional advising services that can assist students with academic and career choices. The college will need to invest in professional development trainings for the counseling staff on career assessments. In addition, the college will need to invest in orientation software as well as tutoring software that can be an additional support to under skilled and struggling students. A greater emphasis should be focused on developmental education with programs that focus on college readiness, skill attainment, and academic and career services tec. All of this will cost money.

Achievement Analysis

The CCSSE survey is broken down into 5 broad categories with associated benchmark scores. Active and Collaborative Learners, Student Effort, Academic Challenge Student Faculty Interaction and Support for Learns. Each of these Benchmark areas were broken down into Full and Part Time Students. As noted in the Key Findings for Southwestern report, the benchmark Support For Learners 47.1% for full time students and 38.4% for less than full time students. It is readily apparent that part-time students are well below the red benchmark score for this indicator as well as the benchmark score for full-time students.

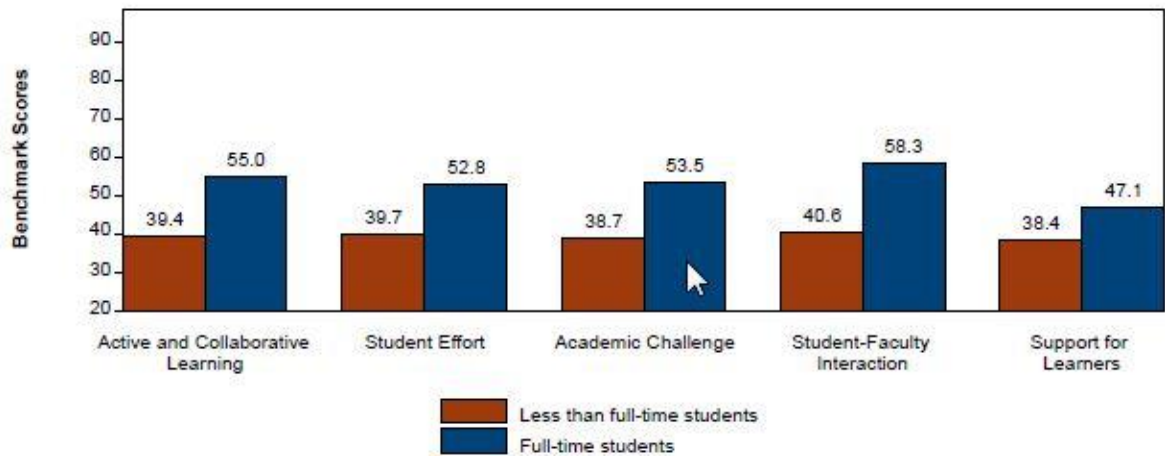


Sub-Population Information:

Benchmark Overview by Enrollment Status

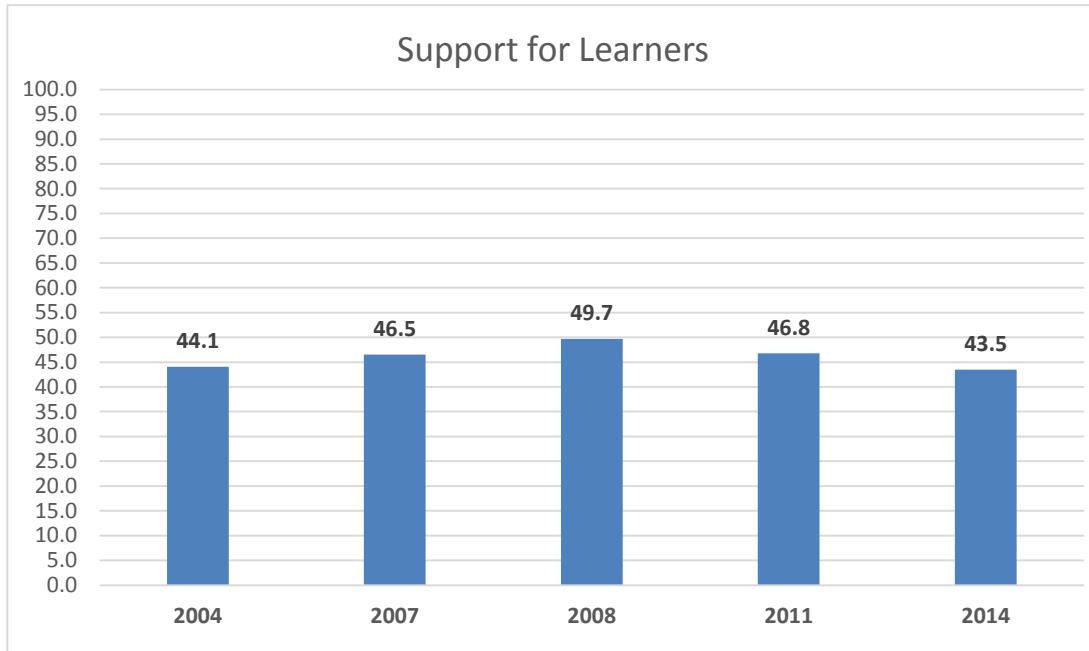
Figure 1 below represents your institution's CCSSE benchmark scores by students' enrollment status.

Figure 1



Support for Learners statement: Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different

groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.



CCSSE Items - Questions How much does this college emphasize each of the following?	1= Very Little 2= Some 3= Quite a bit 4=Very Much	Enrollment Status
9b: Amount of emphasis by college: Providing the support you need to help you succeed at this college	3.08	Full Time
	3.02	Less than full time
9c: Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.69	Full Time
	2.49	Less than full time
9d: Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)	1.98	Full Time
	1.91	Less than full time
9e: Amount of emphasis by college: Providing the support you need to thrive socially	2.17	Full Time
	2.08	Less than full time
9f: Amount of emphasis by college: Providing the financial support you need to afford your education	2.6	Full Time
	2.39	Less than full time
How often do you use the following services at this college? Frequency of Use Items	1= Rarely/Never 2= Sometimes 3= Often	Enrollment Status
13a1: Academic advising/planning	1.89	Full Time
	1.78	Less than full time
13b1: Career counseling	1.42	Full Time
	1.4	Less than full time

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-

Assessment Software: Success Indicator 5 Report – execute report for specified year

Data References:

Data gathered from benchmark CCSSE reports; archived on the network at: \\itt\institutionalresearch\surveys\CCSSE

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 and Robin Bunnell, Institutional Researcher.

DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS

How to measure this indicator was determined by the CCSSE research approach that any benchmark that is 5 points above or below an identified threshold need to be reviewed to identify what areas are doing well and what areas need to be targeted for enhancement/improvement. The normed score of 50 was used to develop the green threshold (55) and the yellow threshold ranged (45-55) by incorporating the 5 point variance. The measurement considers the snapshot benchmarks from three survey administrations and allows the college to view how well students perceive learner support compared to the national cohort. Selection of a three-year average benchmark score considers the differences of the cohort participants, although this is not considered trend data. The measurement and thresholds require review each indicator reporting year to ensure the indicator provides meaningful and applicable data to be used in decision making, specifically for planning and budget development.

Requirements

Survey conducted as part of the Oregon Consortium

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