



Southwestern Oregon Community College

Success Indicator 6 Student Engagement Activities

2012- 2013

ACHIEVEMENT

Minimally Achieved: 48.1 Two-survey average =



CORE THEME

Access

OBJECTIVE

A2: Students access services that support learning

INDICATOR

A.2.2: Success Indicator 6 – Student Engagement Activities

Measured by SENSE benchmark thresholds “Early Connections;,” “Clear Academic Plan & Pathway”, “Effective Track to Learning”, and “Academic & Social Support Network” combined compared to the three-survey average that was met or exceeded

Indicator Thresholds

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

Purpose and Meaning

Enables the institution to examine the support services accessed by students for effectiveness of activities, including online support, related to the early experience of students based upon responses from the nationally normed SENSE survey.

WHAT WAS ACHIEVED AND WHAT IS PLANNED FOR THE FUTURE

The two-survey average (2009 and 2012) for the combined benchmarks measured was 48.1 compared to the small school two-survey average of 48.2 with a 2012 survey combined benchmark average of 48.3. SWOCC ranks about the same overall with other small rural colleges in Oregon. We are operating in the ‘yellow’ area regarding the SENSE survey with an overall two-survey average of 48.3. We can do better. The college is an Achieving The Dream school and has developed an Implementation Plan that will outline future activities on campus. Such activities are, develop accelerated developmental math and writing programs, having a New Student Orientation for all new incoming students, both for on campus and on line, and a First year Freshman Experience class. In addition, various faculty committees are working on midterm grades, comprehensive use of Early Alert System, mandatory attendance, Flip classes and tutoring support for on line classes. All of these initiatives will help with student persistence and retention.

FACTORS AFFECTING RESULTS/PROGRESS

There are several factors that will impact the progress of implementing strategies that will keep students more engaged. One is the budget. We have a growing number of part time faculty who have little contact with the college outside of their teaching. We have part time athletic coaches who’s only requirement is to recruit an coach their perspective sports. Again, little contact with the rest of the college outside of teaching. The Faculty union contract limits the number of advisees a faculty member can have. With fewer full time faculty many students are now advised through ESPS advisors. Finally, making changes in how faculty operate in their courses takes many meeting to discuss the proposed changed. It may take up to a year to get a specific initiative to be implanted such as mandatory attendance or midterm grading.

This is the second year of administering the SENSE with the next scheduled administration for 2015 wherein a three-survey average will be used for comparison purposes.

NWCCU RECOMMENDATION RESPONSE

Based on the Year One Report peer evaluator comments and the recommendation by NWCCU to refine the benchmarks and threshold levels, the method of measurement has been reworded as follows:

New Measurement: Measured by the combined SENSE benchmarks for “Early Connections”, “Clear Academic Plan & Pathway”, “College Readiness”, and “Academic & Social Support Network” by comparing the SWOCC three-year survey combined benchmark average to the threshold

The following areas of achievement will be considered in the next evaluation cycle in 2015.

1. Compare Southwestern to the Oregon Consortium as one standard of achievement
2. Compare the three-survey SWOCC average for areas of improvement/decline
3. Evaluate threshold levels for possible adjustments based on achievement of SWOCC, Oregon Consortium, and all small schools.
4. Indicator thresholds to remain the same as the nationally normed score of 50 falls within the minimally achieved level with Southwestern aspiring to a score of 55.

Planning Priorities

Strategic Goal - 2: Provide access to support Services for students and the community.

Annual Priority - 2.2: Develop and implement initiatives to Increase access to services for students to increase enrollments and FTE.

Institutional Planned Accomplishment - 2.2C: Enhance services and increase access to services

Unit Planning

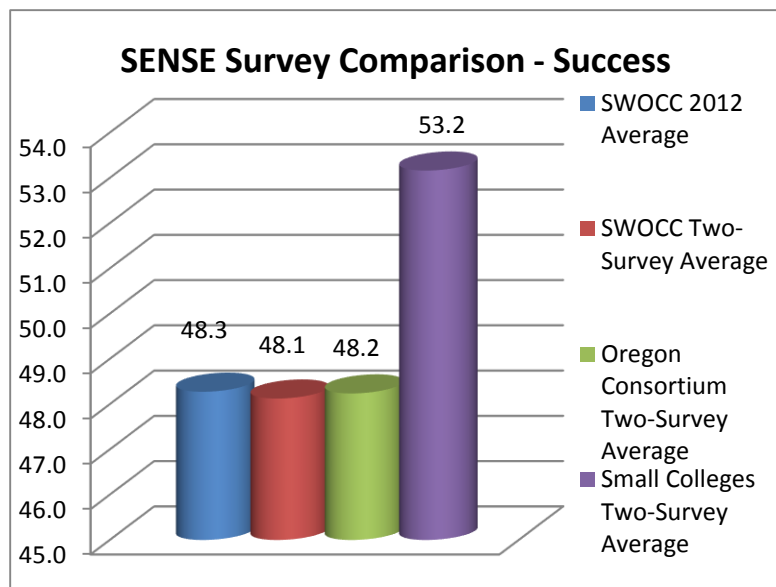
Priority for **Counseling and Testing** should be to increase service for FT and PT students. New Student Orientation needs to be developed for both on line students and students on campus. Online tutoring needs to be expanded. Achieving the Dream initiatives across campus.

Budget Impact

Yes 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 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 SENSE survey is broken down into 6 broad categories. These categories will be broken down to include; full time part time students, traditional aged nontraditional aged, developmental students non developmental students, male female and first generation non first generation college students. For the purpose of this report I will focus on Traditional/Non-Traditional aged students, Developmental. Non-Developmental, First Generation. Non-First Generation and Full Time./Part Time. The differences between Male. Female in all categories is not significant which is to say that are very similar in all categories.



[In-Service Presentation – Fall 2013](#)

Special Population Information:

Full Time/Part Time Students:

- **Early Connection:** Both FT and PT report having an early connection with the college. SWOCC actively recruits students both in district and out of district. The college sends information to prospective students early and has an SWOCC Ambassadors group that makes phone calls to perspective students. In addition to the Ambassadors, the college has Spring Preview Days for out of district to visit the college a weekend in the spring to visit and talk to faculty etc. The college offers Skills Day and College 101 two programs aimed at in-district students.
- **High Expectations:** Both FT and PT students report that the college does not have very high expectations for them as students with a rating of 35%. We need to explore how students are defining “High Expectations:”. One way to improve this is to have faculty encourage and challenge students to be successful.
- **Clear Plan/Pathway:** FT students report having a more defined academic path than do PT students. The majority of FT students are traditional age students who may be able to focus solely on their academic program. PT students tend to be non-traditional aged students with family and jobs that require additional focus.
- **College Readiness:** FT students report be more college ready and their PT classmates. Again more of our FT students are traditional aged newly graduated students who have matriculated from an academic environment. Many of our PT students have been out of high school for a while before coming to the college.
- **Engaged Learning:** FT students report a much higher rate of academic engagement in their learning than their PT classmates. Again FT students usually don’t work, or have other life responsibilities outside of their academic work. in addition, the college has been forced to limit services i.e. tutoring, library hours etc. due to budget constraints which limits their academic engagement. Hours have been cut from these services limiting PT students access to times for evening and weekends.
- **Academic Social Engagement:** More FT students report being socially engaged than their PT classmates. The majority of co-curricular activities i.e. Associate Student Government, social activities, leadership opportunities are designed for the FT traditionally aged student. Many PT students have family, work and community obligations that are outside of the college

Traditional/Non-Traditional: Typically traditionally aged students are between 17-25 with non-traditionally aged students being 26 and older.

- **Early Connections:** TA students report a high rate of early connections compared to the NTA student. College recruitment and resources are dedicated to attracting the TA student who tends to be full time. In SWOCC case, all first time freshman are required to live in student housing which have programming focused on the TA student.
- **High Expectations:** NTA students report that faculty has high expectations than their TA classmates. Additional inquiries are needed to determine the reasons for this difference.
- **Clear Path/Pathway:** NTA students report having a more developed vision of the academic path than their TA classmates. NTA students typically are more mature, have greater life experience and higher self-awareness. They have developed time management skills, and are more disciplined in their management of time and resources than their TA classmates who developmentally may be exploring likes. Dislikes values and career choices.
- **College Readiness:** TA students report being more college ready than their NTA classmates. TA students are matriculating straight out of high school with a focus on the next step which is college. NTA students typically have been out of the academic environment for 7 years before returning to college.
- **Engaged Learning:** TA students report a higher level of academic engagement than their NTA classmates. Again the majority of TA students are full time and do not have competing priorities on the NTA students who tend to have family and job obligations.
- **Academic and Social Engagement:** Both TA and NTA students report having similar levels of academic and social engagement.

Developmental/Non Developmental: Developmental courses are pre college courses. At SWOCC these include developmental courses in Math, Writing and Reading. Students are placed in developmental courses based on college entrance exams and placement tests.

- **Early Connections:** D students report a higher level of early connections than their ND classmates. This may be due to D students using academic support resources on campus. In addition, faculty who teach in developmental classes usually have smaller class sizes allowing for more individual attention.
- **High Expectations:** ND students report that faculty have higher expectations than their D classmates. ND students are college ready, more focused on a career path and are in classes that are academically more rigorous.
- **Clear Plan and Pathway:** ND students report having a clear academic plan and pathway. D students tend to be focused on skill development. The longer D students remain in developmental classes that do not transfer the greater the likelihood that they will not persist and retained.
- **College Readiness:** D students report a higher level of college readiness than their ND classmates. A probable reason of this is programs exclusively dedicated to the developmental student to assist in skill attainment.
- **Engaged Learners:** D students report being more engaged as learners as compared to their ND classmates. D students have smaller class size, faculty who are highly engaged in their students acquiring the skills need to move into college level classes. In addition, D students know that being in developmental classes is expensive because developmental classes, although necessary to move to a college level class, is not counted as a program requirement.
- **Academic and Social Engagement:** ND students report being more academically and socially engaged. Typically college resources are focused on ND students who move through their academic programs faster. Faculty typically are interceded in activities that have higher academic rigor because they are more interesting to teach.

Male/Female: According to the SENSE survey both male and female students report roughly the same in all 6 SENSE categories.

First Generation, Non First Generation: 1st generation college students are defined as a student whose parent does not have a bachelor's degree.

- **Early Connections:** FG students report a slightly higher level of connections than their NFG classmates. The college has programs that focus on FG students. TRIO's Student Support Services program is an excellent example of such a resource.
- **High Expectations:** Faculty has the same expectations for both FG and NFG students.
- **Clear Plan Pathway:** NGS report having a greater focus on an academic plan than their FG classmates. NGS have parents who have been to college and therefore have a greater understanding of the college environment and resources than FG parents.
- **College Readiness:** Both FG and NFG report have similar college readiness skills.
- **Engaged Learners:** Both FG and NFG students report similar rates of academic engagement.
- **Academic and Social:** FG students report a slightly higher level of academic and social engagement. This may be contributed to academic and social program that focus on FG students who have a greater risk of not being pertained.

DATA DOCUMENTATION

Documentation Posted:

SOC Mission Fulfillment Reports Website at: SOCC Mission Fulfillment Reports Website at: <http://www.socc.edu/ie/pgs/success-indicators/index.shtml>

TracDat Assessment Software: Success Indicators 2012-13 folder

Data References:

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

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 SENSE 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