

2017-18

Program Review Data Workshop Series

Bri Hays & Tania Jabour



**ANALYZING,
INTERPRETING, AND
PLANNING WITH
PROGRAM DATA**

  **QUICK POLL:
WHAT'S ONE THING YOU
WOULD LIKE TO LEARN
IN TODAY'S WORKSHOP?**



Goals for Today

- Explore the data section of the instructional program review templates
- Discuss ways in which the program can link to the College's student success and equity goals
- Analyze program student achievement data using an equity lens
- Leverage learning outcome data for program planning

Themes for 2017-18 Data Analysis

- Bring together learning outcome and achievement data for program planning
- Examine program student demographic and achievement trends
- Assess and address student equity in access and success by gender, ethnicity, and (if applicable) distance education status





° **FIRST THINGS FIRST...**

*Let's close the loop on last year's
program review template...*



What We Heard Last Year

2016/17 Integrated Planning Feedback:

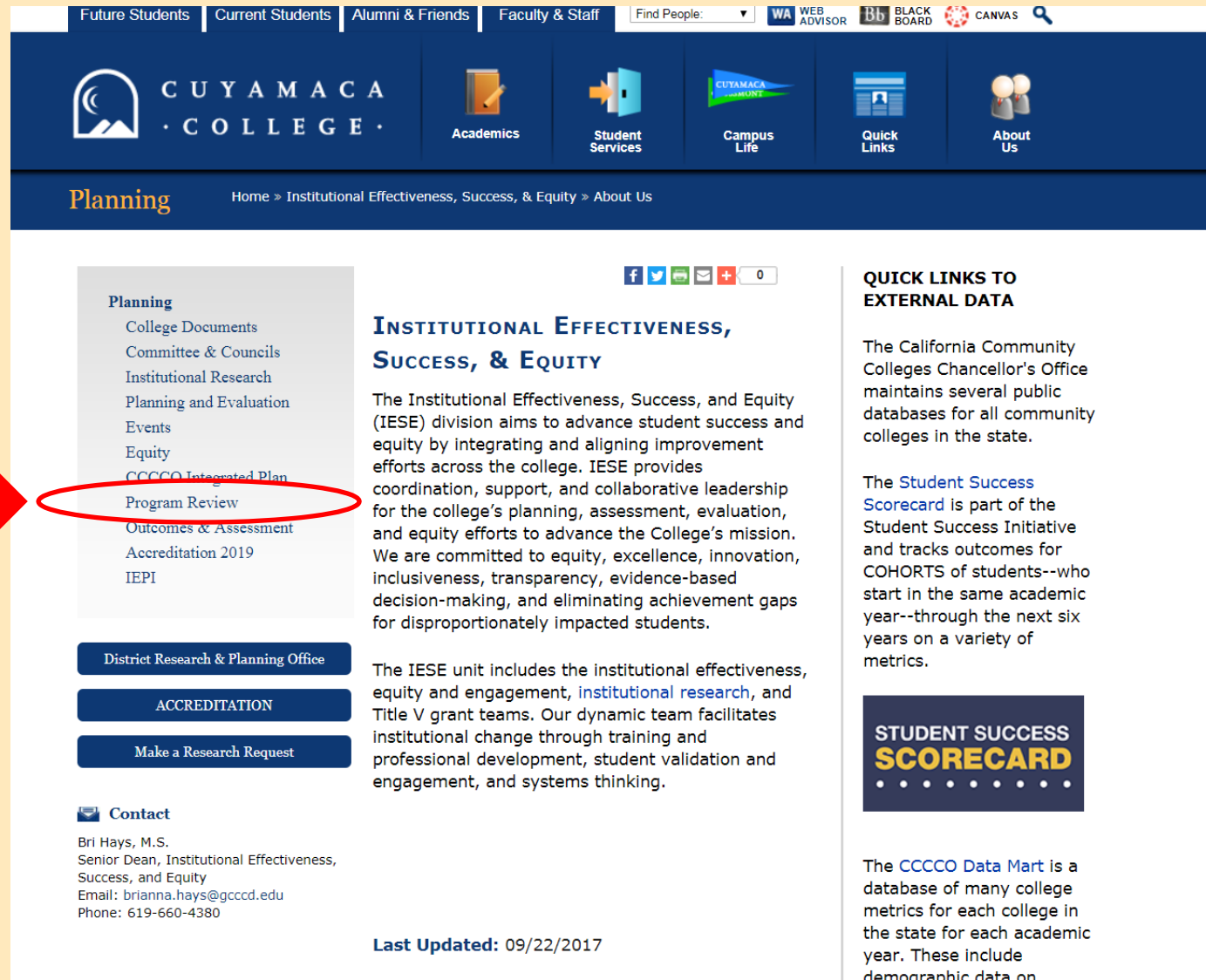
- Data were difficult to access
- Data needed to be in a more interpretable format
- Student achievement data were not integrated with learning outcome data



Quick Quiz: Where can you locate your program review data?

The IESE web page!

IEESE Web Page



Future Students | Current Students | Alumni & Friends | Faculty & Staff | Find People: [v] | WA WEB ADVISOR | Bb BLACK BOARD | CANVAS [Q]

CUYAMACA COLLEGE

Academics | Student Services | Campus Life | Quick Links | About Us

Planning Home » Institutional Effectiveness, Success, & Equity » About Us

Planning

- College Documents
- Committee & Councils
- Institutional Research
- Planning and Evaluation
- Events
- Equity
- CCCCO Integrated Plan
- Program Review**
- Outcomes & Assessment
- Accreditation 2019
- IEPI

District Research & Planning Office

ACCREDITATION

Make a Research Request

Contact

Bri Hays, M.S.
Senior Dean, Institutional Effectiveness, Success, and Equity
Email: brianna.hays@gcccd.edu
Phone: 619-660-4380

INSTITUTIONAL EFFECTIVENESS, SUCCESS, & EQUITY

The Institutional Effectiveness, Success, and Equity (IESE) division aims to advance student success and equity by integrating and aligning improvement efforts across the college. IESE provides coordination, support, and collaborative leadership for the college's planning, assessment, evaluation, and equity efforts to advance the College's mission. We are committed to equity, excellence, innovation, inclusiveness, transparency, evidence-based decision-making, and eliminating achievement gaps for disproportionately impacted students.

The IESE unit includes the institutional effectiveness, equity and engagement, [institutional research](#), and Title V grant teams. Our dynamic team facilitates institutional change through training and professional development, student validation and engagement, and systems thinking.

QUICK LINKS TO EXTERNAL DATA

The California Community Colleges Chancellor's Office maintains several public databases for all community colleges in the state.

The [Student Success Scorecard](#) is part of the Student Success Initiative and tracks outcomes for COHORTS of students--who start in the same academic year--through the next six years on a variety of metrics.

STUDENT SUCCESS SCORECARD

The [CCCCO Data Mart](#) is a database of many college metrics for each college in the state for each academic year. These include demographic data on

Last Updated: 09/22/2017



What's Available?

- College-wide demographic and achievement data
- Program-level demographic and achievement data

Intro to Student Access Data

College-wide
Student Characteristics

Gender	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Change
Female	4,587	53%	4,727	53%	4,634	53%	4,930	54%	5,368	54%	17%
Male	4,006	46%	4,217	47%	4,082	47%	4,131	45%	4,423	45%	10%
Unknown	74	1%	58	1%	58	1%	83	1%	127	1%	72%
Total	8,667	100%	9,002	100%	8,774	100%	9,144	100%	9,918	100%	14%
Race/Ethnicity	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Change
African-American/Non-Hispanic	527	6%	562	6%	513	6%	503	6%	586	6%	11%
American Indian/Alaskan Native	36	0%	44	0%	39	0%	38	0%	48	0%	33%
Asian	319	4%	307	3%	284	3%	292	3%	314	3%	-2%
Filipino	216	2%	223	2%	222	3%	230	3%	256	3%	19%
Hispanic	2,533	29%	2,811	31%	2,883	33%	2,927	32%	3,312	33%	31%
Pacific Islander	49	1%	49	1%	41	0%	32	0%	37	0%	-24%
White	4,053	47%	4,094	45%	3,985	45%	4,264	47%	4,484	45%	11%
Multiple Races	651	8%	702	8%	674	8%	741	8%	789	8%	21%
Unknown/Non-Respondent	283	3%	210	2%	133	2%	117	1%	92	1%	-67%
Total	8,667	100%	9,002	100%	8,774	100%	9,144	100%	9,918	100%	14%
Age	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Change
<20 years	1,850	21%	1,975	22%	1,876	21%	2,041	22%	2,553	26%	38%
20-24 years	3,143	36%	3,320	37%	3,227	37%	3,252	36%	3,337	34%	6%
25-39 years	2,303	27%	2,344	26%	2,397	27%	2,501	27%	2,604	26%	13%
40+ years	1,371	16%	1,363	15%	1,274	15%	1,350	15%	1,424	14%	4%
Total	8,667	100%	9,002	100%	8,774	100%	9,144	100%	9,918	100%	14%
Educational Goal	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Change
Transfer with Degree	3,612	42%	3,995	44%	4,001	46%	4,399	48%	4,813	49%	33%
Transfer without Degree	1,273	15%	1,337	15%	1,321	15%	1,424	16%	1,411	14%	11%
Degree Only	1,353	16%	1,380	15%	1,437	16%	1,553	17%	1,659	17%	23%
Certificate Only	251	3%	272	3%	294	3%	273	3%	280	3%	12%
Other	2,178	25%	2,018	22%	1,721	20%	1,495	16%	1,755	18%	-19%
Total	8,667	100%	9,002	100%	8,774	100%	9,144	100%	9,918	100%	14%



Data Definition Basics

- **Headcount**

- Unduplicated count of students
- e.g., if a student is enrolled in 6 classes in the year, she is only counted as 1

- **Enrollment**

- Duplicated count of students
- E.g., if a student is enrolled in 6 classes in the year, she is counted as 6



Intro to Student Achievement Indicators

- Success Rate
- Retention Rate
- Course or Program GPA

Defining Course Success and Retention

**COURSE SUCCESS
VS COURSE
RETENTION**



10 STUDENTS ENROLL IN A COURSE

COURSE RETENTION



2 STUDENTS WITHDRAW

🕒 Clock starts at census

80%



Retention Rate

20%



Withdrawal

COURSE SUCCESS



2 STUDENTS WITHDRAW
1 STUDENT GETS AN "F"
1 STUDENT GETS A "D"

🕒 Clock starts at census

60%

Pass with
A, B, C, or P

40%

Do Not Pass

Your Program Achievement Data

Success and Retention Rates by Course

Program	Term	Total Attempts	Retention Total (Calculated)	Retention Rate (Calculated)	Success Total	Success Rate	Course GPA (Calculated)
Hula Hoops Program	Fall 2012	280	253	90%	222	79%	--
	Fall 2013	371	329	89%	295	80%	--
	Fall 2014	327	282	86%	242	74%	--
	Fall 2015	265	232	88%	195	74%	--
	Fall 2016	281	250	89%	211	75%	--

Course	Term	Total Attempts	Retention Total (Calculated)	Retention Rate (Calculated)	Success Total	Success Rate	Course GPA (Calculated)
HULA-120 : Hula Hoops for Beginners	Fall 2012	131	119	91%	102	78%	2.78
	Fall 2013	174	154	89%	129	74%	2.80
	Fall 2014	157	132	84%	103	66%	2.35
	Fall 2015	181	153	85%	122	67%	2.53
	Fall 2016	178	161	90%	126	71%	2.56
HULA-121 : Intermediate Hula Hoops	Fall 2012	67	61	91%	50	75%	2.78
	Fall 2013	67	63	94%	61	91%	3.21
	Fall 2014	58	52	90%	48	83%	3.27
	Fall 2015	28	27	96%	26	93%	3.16
	Fall 2016	40	35	88%	33	83%	3.29

KPIs: Student Outcomes

Cuyamaca College Program Review 2017-2018

Gender	Term	Enrollment	Retained	Retention Rate	Successful	Success Rate	Course GPA
Female	Fall 2012	971	864	89%	666	69%	2.59
	Fall 2013	1,011	869	86%	660	65%	2.49
	Fall 2014	1,074	939	87%	721	67%	2.60
	Fall 2015	1,226	1,077	88%	870	71%	2.60
	Fall 2016	1,395	1,168	84%	922	66%	2.56
Male	Fall 2012	956	837	88%	623	65%	2.49
	Fall 2013	1,083	929	86%	674	62%	2.33
	Fall 2014	1,044	906	87%	688	66%	2.45
	Fall 2015	1,192	994	83%	748	63%	2.46
	Fall 2016	1,517	1,323	87%	998	66%	2.46
Ethnicity	Term	Enrollment	Retained	Retention Rate	Successful	Success Rate	Course GPA
African-American Non-Hispanic	Fall 2012	97	85	88%	59	61%	2.03
	Fall 2013	113	88	78%	55	49%	2.22
	Fall 2014	109	94	86%	64	59%	2.15
	Fall 2015	129	103	80%	66	51%	2.02
	Fall 2016	209	180	86%	114	55%	2.07
American Indian/Alaskan Native	Fall 2012	7	5	71%	3	43%	1.50
	Fall 2013	5	2	40%	2	40%	2.50
	Fall 2014	13	11	85%	6	46%	2.17
	Fall 2015	6	6	100%	4	67%	2.65
	Fall 2016	5	5	100%	0	0%	0.25
Asian	Fall 2012	78	70	90%	60	77%	2.78
	Fall 2013	73	67	92%	52	71%	2.66
	Fall 2014	69	65	94%	54	78%	2.76
	Fall 2015	77	65	84%	57	74%	2.91
	Fall 2016	80	73	91%	58	73%	2.70
Filipino	Fall 2012	44	40	91%	33	75%	2.98
	Fall 2013	49	41	84%	33	67%	2.76
	Fall 2014	48	43	90%	37	77%	2.79
	Fall 2015	58	47	81%	32	55%	2.20
	Fall 2016	79	69	87%	57	72%	2.79

206/17 Equity Gap:
55% vs 73%




Comparison Points

- Your program's historical data (year over year)
- Overall or highest performing group (for equity gaps)
- College-wide data
- Discipline data from other colleges

Distance Education Data

Cuyamaca College Program Review 2017-2018

Location	Term	Enrollment	Retained	Retention Rate	Successful	Success Rate	Course GPA
On-Campus	Fall 2012	1,878	1,676	89%	1,269	68%	2.54
	Fall 2013	2,037	1,764	87%	1,315	65%	2.41
	Fall 2014	2,069	1,809	87%	1,381	67%	2.52
	Fall 2015	2,341	2,021	86%	1,578	67%	2.52
	Fall 2016	2,826	2,429	86%	1,872	66%	2.49
100% Online	Fall 2012	62	38	61%	29	47%	2.45
	Fall 2013	72	48	67%	32	44%	2.29
	Fall 2014	65	50	77%	38	58%	2.46
	Fall 2015	92	65	71%	51	55%	2.55
	Fall 2016	124	96	77%	77	62%	2.72



What kinds of questions can the program review data answer?

- Have we improved student success rates across the program over the past five years?
- Are there any courses in our pipeline where students are particularly struggling?
- Are any student groups less likely to succeed in our courses?
- Does our student population resemble that of the College?
- Are students in online courses less likely to be retained?



Examples of Action Items

- Conduct a focus group with students in a gateway course to identify challenges and successes
- Hold department meetings during the fall semester to discuss and share effective teaching and learning strategies for impacted student groups
- Analyze course-level equity data to identify areas of focus
- Participate in professional development on engaging online students



Action Planning Resources

- [RP Group Student Support \(ReDefined\)](#)
- [CORA Teaching Men of Color Certificate](#)
- [Excelencia in Education What Works for Latino Student Success](#)
- [AACU Resources on Diversity, Equity, and Inclusive Excellence](#)
- [Pacific Education Group/Courageous Conversations Resources](#)
- [CCEAL Resources](#)



Example of Success & Equity

Data Analysis Responses

...As we pointed out in our review, our success rates are lower than the average for our School, and much lower than average for African American and Latino students (our 5 year average for African Americans is 49% while it is 57% college-wide).

But in our review, we also pointed out that the picture is very different for different courses in our discipline, both for fill rates and success rates. Some of our courses have enrollment and success rates that are very close to or above the school's average, while others are far below, and these different courses are taught almost exclusively by different professors. So the challenge may not be in the discipline, but in helping individual faculty find a way to increase their students' success. As a discipline, we can make tutors available to all of our students, by recruiting and supporting students who have been successful in our classes and encouraging them to be trained as tutors.

We can focus on sub-groups of students like African Americans and Latinos, trying to absorb the information in the book *Teaching Men of Color in Community College*. The book includes many very practical suggestions ranging from ideas to improve everyday interactions, to modify curriculum, and to appreciate the different ways students might be experiencing our classes. We can try to find ways to offer students support outside the classroom, perhaps through encouraging student-led activities or study groups among groups of students from different classes...[excerpt]



Example of Success & Equity Data Analysis Responses

Retention and success rates reported for each ethnic group show that African-Americans have the lowest rate of success, on average, while Latino students have the lowest rate of retention. White and Filipino students are roughly on par with retention and success, while Asian-Pacific Islander and American Indian have much higher rates of retention and success. These numbers are being reviewed with an eye toward more equitable teaching strategies, refinement of student learning outcomes, and an adjustment to program goals that will result in better retention and success rates for all students.

Currently, the program is planning a series of meetings to look more closely at the feedback mechanisms in place between SLOs and program goals. Faculty are already meeting to discuss potentially new curriculum that may be advantageous to the success of all students, and specifically African American and Latino students...[excerpt]



A Few Parting Thoughts

- There is no single “right answer”
- It’s okay to try something new
- Don’t be afraid to explore the literature and PD opportunities on campus
- Equity work starts with courageous conversations
- Don’t hesitate to contact the IESE Office or if you need assistance in identifying action items

Thank You!

Questions?

- Bri Hays | Brianna.hays@gcccd.edu
- Tania Jabour | tania.jabour@gcccd.edu

Need assistance with TracDat?

- Erich Kevari | erich.kevari@gcccd.edu