

Instructional Program Review

Using Data for Program Planning

Bri Hays Campus Based Researcher

October 18, 2013

Overview

- Why use data in program review?
- What's a KPI and why should I use it?
- Program review data buzz words
- Getting to know my program's data reports
- And my program data says...
- Examining data through different lenses
- Telling my program's story with data

Why Utilize Data in Your Program Review?



- Gives a high-level snapshot of the program's history and current status
- Provides information on trends and program progress
- Empowers program faculty and staff to analyze the program's status and plan for the future
- Focuses on <u>Actionable</u> data...
 - Informs practice by making relevant information available to practitioners
 - Helps programs respond to community and industry needs
 - Leads to continuous quality improvement
- Aligns with U.S. Department of Education and ACCJC requirements

Principles of Good Data

- ASCCC Data 101:Guiding Principles for Faculty
 - 1. Use Longitudinal Data
 - 2. Use in a **Context**
 - 3. Incorporate **Direct and Indirect** Measures
 - 4. Don't oversimplify Cause and Effect
 - 5. Use Appropriate Levels of data
 - 6. Realize that **Perceptions are Important** and Informative
 - 7. Be Transparent
 - 8. Aggregate or Disaggregate As Appropriate
 - 9. Focus on **Actionable** Information
 - 10. Consider Implications



What's a KPI?



- Key Performance Indicator
- Helps the program determine whether it is meeting its goals or making progress toward performance targets
- Represent measures that are most central to the program's goals and objectives
- Rely on internal (e.g., trend data) and/or external (e.g., peer comparisons) benchmarks
- Data is readily available if you wish to include it in this year's program review response
 - Program-specific and college-wide reports
 - 5-year trends
 - Accessible 24/7 in the online Program Review workspace

KPI Benchmarks

- The College has identified several <u>KPIs</u> to measure progress toward its goals, including:
 - Student performance (course success and retention)
 - Diversity and access
 - Efficiency (enrollment, load, fill rate)
- You can compare your program data to...
 - Previous program data (year to year)
 - College-wide data
 - External data (labor market data, regional data, systemwide data)



Setting the Context

• Has the program changed significantly in the past five years? How so?

• What are the program's short-term and long-term goals?

• How does the program plan to achieve those goals?

• How will the program know it has met those goals?

Program Data Reports

- In the Program Review Response workspace, there are college-wide data files and program data files
- Both college-wide and program data reports include:
 - Student Characteristics
 - Outcomes
 - Productivity
- In addition, the college-wide <u>Awards Conferred</u> report includes all degrees and certificates awarded by award title

Getting to Know Your Program Data Reports

Student Characteristics

• Profile/demographics of program students

Outcomes

Success, retention and GPA for all courses in the program combined

Productivity

- Section counts, fill rates
- FTEF, FTES, load

Program Review Data Glossary

- Student Data
 - Headcount
 - Unduplicated; students are counted only once, regardless of number of courses enrolled
 - Enrollment
 - Duplicated; students are counted as many times as they are enrolled
 - Success/Success Rate
 - AKA: Pass rate
 - Students with grade of A, B, C, or P/Total enrolled at census
 - Retention/Retention Rate
 - Students who complete the course with a final grade other than W/Total enrolled at census
 - Term GPA
 - Term GPA for the course or program; only includes courses within the program

College-wide Student Characteristics

Mesa College Student Characteristics Collegewide: Fall 2008 - Fall 2012

Table 1.1: Fall Overall Headcount

	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	% Change Fall 08-12
Overall Program	23,293	24,234	26,372	26,002	25,458	9%

Table 1.2: Fall Headcount by Gender

	Fall 08		Fall 09		Fall 10		Fall 11		Fall 12		% Change Fall 08-12	5-Year Average
Female	12,435	53%	12,817	53%	13,847	53%	13,537	52%	13,266	52%	7%	53%
Male	10,848	47%	11,415	47%	12,524	47%	12,464	48%	12,188	48%	12%	47%
Unreported	10	0%	2	0%	1	0%	1	0%	4	0%	-60%	0%
Total	23,293	100%	24,234	100%	26,372	100%	26,002	100%	25,458	100%	9%	100%

Table 1.3: Fall Headcount by Ethnicity

	Fall 08		Fall 09		Fall 10		Fall 11		Fall 12		% Change Fall 08-12	5-Year Average
African American	1,429	6%	1,640	7%	1,970	7%	1,825	7%	1,665	7%	17%	7%
American Indian	208	1%	195	1%	173	1%	156	1%	105	0%	-50%	1%
Asian/Pacific Islander	3,618	16%	3,557	15%	3,753	14%	3,659	14%	3,611	14%	-0%	15%
Filipino	1,183	5%	1,256	5%	1,349	5%	1,236	5%	1,126	4%	-5%	5%
Latino	4,569	20%	5,095	21%	6,520	25%	7,243	28%	7,655	30%	68%	25%
White	9,311	40%	9,268	38%	9,873	37%	9,450	36%	8,980	35%	-4%	37%
Other	625	3%	869	4%	1,199	5%	1,331	5%	1,407	6%	125%	4%
Unreported	2,350	10%	2,354	10%	1,535	6%	1,102	4%	909	4%	-61%	7%
Total	23,293	100%	24,234	100%	26,372	100%	26,002	100%	25,458	100%	9%	100%

Activity: Student Characteristics

- Looking at the fall Student Characteristics data for your program...
 - What key things do the data tell you about your students?
 - Has your student population changed significantly over the past five fall terms?
 - Are there any relevant differences between your program's students and the college's students overall?
- What are the implications for policy or practice?

College-wide Outcomes

	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
Fall 2008	56,571	46,534	82%	37,887	67%	2.64
Fall 2009	57,916	48,788	84%	39,525	68%	2.64
Fall 2010	63,284	53,684	85%	42,848	68%	2.61
Fall 2011	63,318	52,475	83%	42,656	67%	2.65
Fall 2012	61,820	53,178	86%	43,134	70%	2.64

Table 2.1. Overall Student Outcomes

		Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
Fall 2008	Female	29,369	24,373	83%	20,184	69%	2.73
	Male	27,171	22,133	81%	17,681	65%	2.53
	Unreported	31	28	90%	22	71%	2.68
Fall 2009	Female	29,867	25,401	85%	21,014	70%	2.73
	Male	28,043	23,381	83%	18,510	66%	2.54
	Unreported	6	6	100%	1	17%	0.60
Fall 2010	Female	32,112	27,453	85%	22,272	69%	2.69
	Male	31,169	26,230	84%	20,576	66%	2.53
_	Unreported	3	1	33%	0	0%	0.00
Fall 2011	Female	32,195	26,814	83%	22,219	69%	2.74
	Male	31,120	25,659	82%	20,435	66%	2.57
	Unreported	3	2	67%	2	67%	4.00
Fall 2012	Female	31,715	27,437	87%	22,697	72%	2.74
	Male	30,094	25,733	86%	20,430	68%	2.54
	Unreported	11	8	73%	7	64%	2.85

Table 2.2. Student Outcomes by Gender

Activity: Outcomes

- Looking at the fall Outcomes data for your program...
 - Has the retention rate, success rate or course GPA changed over the past five falls?
 - If so, what might explain the change?
 - Are there any notable differences in outcomes across genders, ethnic groups, or age groups?
 - How do your program outcomes compare to that of the college overall?
- Which program goals relate to student outcomes? How do the data compare to or inform these goals?

Program Review Data Glossary (cont.)

- Instructional Productivity Data
 - Census
 - Snapshot of enrollment at 20% mark
 - For full-semester , 16-week courses, it's typically during the third week of classes
 - WSCH
 - Weekly Student Contact Hours
 - Number of student contact hours per week x Number of students enrolled at census
 - FTES
 - Equal to one student enrolled in 15 semester hours
 - For weekly census and daily census classes: WSCH x Term Length Multiplier (16.5 at SDCCD credit colleges)/525

Program Review Data Glossary (cont.)

- Instructional Productivity Data (continued)
 - FTEF
 - One FTEF is equivalent to one faculty member teaching 15 hours of lecture per week or 20 hours of lab per week
 - Load
 - WSCH/FTEF
 - Measure of productivity
 - District benchmark: 557 (roughly 37 students enrolled in a 16.5week semester)
 - Fill Rate
 - Enrollment/Capacity

College-wide Productivity

Table 1. Program Level

	Sections	Enrollment	Capacity	Fill Rate%	FTEF	LOAD	FTES
Fall 2008	2,154	56,571	62,305	87%	411.78	533	6,881.17
Fall 2009	2,110	57,938	60,064	94%	391.60	568	6,940.22
Fall 2010	2,347	63,284	66,251	93%	427.38	569	7,549.47
Fall 2011	2,348	63,318	64,601	95%	411.82	583	7,464.16
Fall 2012	2,355	61,825	63,585	94%	407.62	585	7,406.38

Activity: Productivity

- Looking at the fall Productivity data for your program...
 - Has the enrollment and/or section count changed in the past five falls?
 - Has the fill rate changed over the past five falls? How so?
 - How does the program's fill rate compare to college-wide figures?
 - What do you notice about the load figures? FTEF?
 - How does the program's load compare to the SDCCD benchmark? Are there unique features of your program that explain this difference?
- Which program goals relate to productivity?

How do the data compare to or inform these goals?

Examining Data Through Different Lenses

- Internal benchmarks
 - District targets
 - College averages
 - Program targets
- External benchmarks
 - Program accreditation requirements
 - Statewide or regional discipline averages





From data...



To action!



The state of the second s

Using Data to Tell the Program's Story

- KPI data are an important piece of the program review puzzle
- Use KPI data and SLO data to analyze your program's current status and plan for your program's future
- What are some of the program's strengths?
- What opportunities exist for the program?
- How can the program adjust or improve to meet changing needs (industry, student population, college, community)?

How can you use the data to inform program planning?

- Together, program review data and SLO assessment data provide a more comprehensive summary of the program's status
- Quantitative data can help you identify a programlevel trend
- Qualitative data help you identify potential factors behind the trend
- Both sources of information provide a solid rationale for program change
- How can the program review and SLO assessment data inform your program goals?

Resources:

Got Data?

- District IRP web page
- <u>CCCCO Data Mart</u>
- Data 101: Guiding Principles for Faculty (ASCCC, 2010)
- <u>Program Review Lead Writer</u> <u>Resources Web Page</u>
- <u>California Postsecondary</u> <u>Education Data Commission</u> (through 2010)
- <u>Program Review Archives</u> (Blackboard)



Can't get enough data?

Beyond Data Integration Workshop

November 8th @ 10:00 a.m. LRC 432

