

Program Review Training Equity-Minded and Inquiry-based reflection and planning

Vision for Institutional Effectiveness, Research, and Planning

To Be The Leading College Of Equity And Excellence...

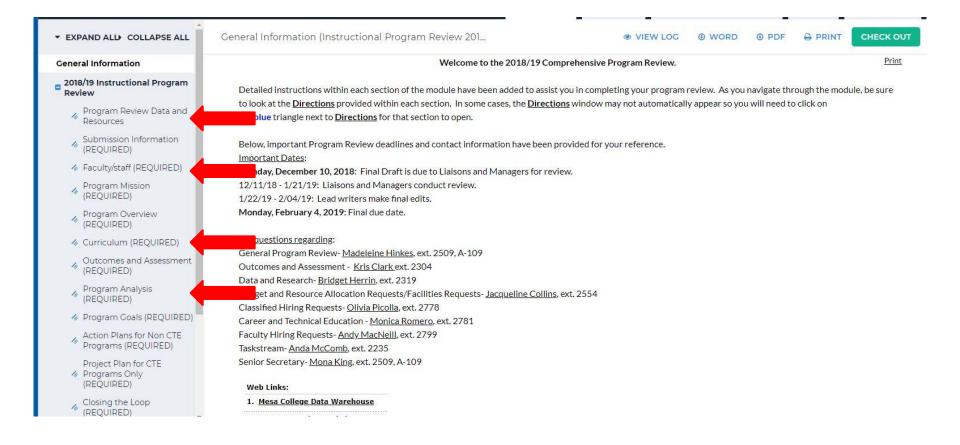
by inspiring a culture of equity-minded action research, reflection, and inquiry

What do you hope to get from today's session?

Objectives

- Review IE Section of Taskstream
- Review Data Dashboards
- Review additional resources available for inquiry-based reflection
- Discuss strategies for identifying patterns and trends in data
- Additional things you'd like to know...

A look at Taskstream



Program Review Questions

Faculty

- Number of T/TT Faculty
- Number of Adjunct Faculty
- Number of sections taught by T/TT Faculty
- Percent of FTEF taught by T/TT Faculty
- Number of Pro-Rata Faculty

Curriculum

- What degrees and certificates are offered?
- How many of each degree and certificate have been earned in the past 4 years?
- If you have no (or very few) degrees/certificates, what other paths do you offer? (for example, GE, transfer)

Program Analysis

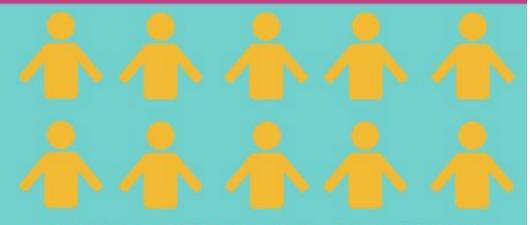
- Using the data dashboards, discuss how students are doing in your program. Please refer to indicators of success, retention, persistence, etc.
- How does your program help to prepare students for success beyond your classrooms?
- Given your stated area(s) of focus in your program overview section, has your program introduced new or different actions that may have affected changes in these indicators? Please describe.
- Has your program introduced any new actions specifically focused on issues of equity? Please describe.
- Describe the trends in enrollment for your program. What changes might you foresee in the next 2-3 years?
- Are there any data sets that are not already provided in the dashboards that you could use to inform your program?
- In what ways can the college support your program in our effort to encourage major and career exploration early on in a student's college experience?

For CTE programs ONLY:

- Provide specific labor market information showing:
 - 1) Number of jobs available or projected in San Diego County
 - 2) Number of other institutions offering the program
 - 3) How many Mesa students completed the program in the last three years
 - 4) The pay rates for those in the industry (limit 500 characters) (P.N.2.A)
- For CTE Services ONLY: How are CTE students identified and tracked for service?
- For CTE programs/services ONLY: Upload the report from Launchboard that includes at least three (3) of the following Strong Workforce metrics for your BASELINE year.
- For CTE programs/services ONLY Upload the report from the CCCO Perkins site for the College Aggregate Core Indicator Information by 6 digit TOP Code.

Defining Course Success and Retention





10 STUDENTS ENROLL IN A COURSE

COURSE RETENTION



Clock starts at census



COURSE SUCCESS

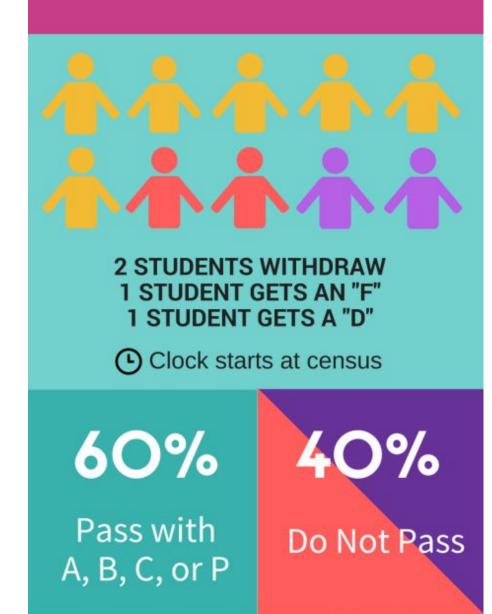


Tableau Dashboards

🝐 Mesa Google Drive 🔳 San Diego Mes	a Colle 🗋 Data Mart 📋 SDCCD-Institutional 🛛 💸 Tasl	kstream 🗋 Data on Demand 🞯 Data Element Diction [
ASS SCHEDULE BLACKBOARD REG-E F	ACULTY/STAFF ALUMNI NEWSROOP	M CALENDAR DIRECTORY MAP LIBRARY ADMISSIO
SAN DIEGO MESACOLLEGE		SEARCH
MESACOLLEGE		
	CIAL AID ATHLETICS CAMPUS LIFE	STUDENT SERVICES COLLEGE SERVICES
Guided Pathways HSI/STEM	DATA WAREHOUSE	
Student Success & Equity	Welcome to San Diego Mesa College's online	data warehouse! Here you can locate visuals illustrating
CONTACT	college-wide equity data and program-level student achievement data. If you have any questions about the data warehouse, please email MesaResearch@sdccd.edu.	
8	We strive to create data tools that are accessible, interactive, and meaningful and welcome your feedback.	
Institutional Research	feedback.	
Institutional Research 7250 Mesa College Drive Administration Building, Suite 109 San Diego, CA 92111	feedback. Please submit your feedback here: Dashboard	Feedback Form
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7250 Mesa College Drive Administration Building, Suite 109 San Diego, CA 92111 Phone: 619-388-2319 Bridget Herrin, Ed.D. Associate Dean, Research and Planning bherrin@sdccd.edu Hai Hoang Research and Planning Analyst	Please submit your feedback here: Dashboard How to print STUDENT SUCCESS & EQUITY Student Success Scorecard Dashboard Placement/AB705 (Coming Soon) Mesa Pathways (Coming Soon)	t from a Data Dashboard PROGRAM DASHBOARDS Course Outcomes Dashboard Awards Dashboard
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UC Infocenter Admissions by Source School

UC Infocenter Graduation Rates

Components of a dashboard

- Introductory Page
- Tabs Across the top
- Filters
- Reference lines
- Info Buttons
- Equity Gap Analysis
- Updated On:
- Notes
- Light Bulb Button

External Resources

- Tool and Resources Link to IR Website
- <u>SDCCD IR</u>
 - <u>Research Reports</u>
 - <u>Awards</u>
 - <u>Misc.</u>
 - <u>Student Profiles</u>
 - <u>Enrollment/FTES</u>
- Statewide Data Sources
 - DataMart
 - <u>CTE Launchboard</u>
 - Cal-PASS Plus
 - <u>O*NET</u>

Strategies

- 1. Understand the <u>definitions</u> and nuances of <u>your</u> data
- 2. Develop guiding questions and hypotheses
- 3. Looking for patterns/trends
 - Across time
 - Across/between groups
 - Across other characteristics (course level/modality, etc.)
 - Between datasets
- 4. Looking at outliers/anomalies
- 5. Infer meaning, draw conclusions, ask more questions

Action Planning and Areas of Focus

- Connect plans to analysis
 - Analysis identifies equity gap for Latinx students in a specific gateway course
 - Action plan seeks to develop the faculty who teach that course, include culturally relevant materials into the course curriculum, embed tutors, etc.
- Leverage existing programs and resources

Parting thoughts

- We are not seeking **TRUTH** just one of many *truths*
- Dozens of variables influence student success but pervasive and persistent patterns can be compelling places to begin our work
- Don't get trapped in false dichotomies
- Data and assessment are inextricably linked to a culture that values effective pedagogy and andragogy
- Student success data is, ideally, learner centered not teacher centered

"Inquiry is a change strategy, become a researcher of your own practice"-E.Bensimon

You don't need data to maintain the status quo.



The Team Office: A-109 Phone: 2509

Madeleine Hinkes, Dean Bridget Herrin, Associate Dean Hai Hoang, Analyst Kyung Ae Jun, Associate Anda McComb, Admin Tech Mona King, Sr. Secretary