2016-17
Program Review Data Workshop Series
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ANALYZING, INTERPRETING AND PLANNING WITH PROGRAM DATA

Flex Workshop # 89685

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

Goals for Today

- Explore the data analysis section of program review

- 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

Themes for 2016-17 Data Analysis

- Examine program student achievement trends

- Set a program target for course success rate

- Assess student equity in access and success by gender, ethnicity, and (if applicable) distance education status

- Develop strategies for reducing equity gaps and improving student success

FIRST THINGS FIRST…

Let's close the loop on last year's program review data section…

What We Learned Last Year

2015/16 Integrated Planning Evaluation Findings:

- Data analysis instructions were vague: needed more guidance

- Data needed to be more accessible/in a more interpretable format

- Data need to be discussed by distance education status

Highlights from This Year's Instructional Data Analysis Section

Theme: Linking program goals directly to college-wide goals

- Set a 1-Year program goal for course success rate

- Identify equity gaps

- Summarize activities that will address equity gaps

- Discuss course success by distance education status

Highlights from This Year's Student Services Data Analysis Section

Theme: Linking department goals directly to college-wide goals

- Align department activities with college-wide persistence standard

- Identify equity gaps in persistence

- Summarize department activities that will address equity gaps

Pop Quiz: Where Can You Locate Student Achievement Data

- In TaskStream (login required)

- On the Mesa College IR website

- In reports on the SDCCD IRP website

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 Access Data

Table 1.1: Annual Program Student Headcount

	2011-12	2012-13	2013-14	2014-15	2015-16	5-Yr % Change
Overall Program	2,549	2,481	2,509	2,481	2,244	-12%

Table 1.2: Annual Student Headcount by Gender

	2011-12		2012-13		2013-14		2014-15		2015-16		5-Yr % Change	5-Yr Avg
Female	1,381	56%	1,401	54%	1,353	54%	1,385	56%	1,281	57%	-7%	55%
Male	1,168	44%	1,080	46%	1,155	46%	1,096	44%	963	43%	-18%	45%
Unreported	0	0%	0	0%	1	0%	0	0%	0	0%	---	0%
Total	2,549	100%	2,481	100%	2,509	100%	2,481	100%	2,244	100%	-12%	100%

Table 1.3: Annual Student Headcount by Ethnicity

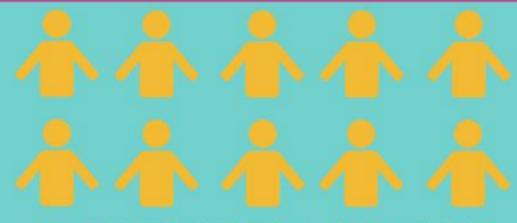|	2011-12		2012-13		2013-14		2014-15		2015-16		5-Yr % Change	5-Yr Avg
African American	196	8%	179	7%	180	7%	193	8%	171	8%	-13%	7%
American Indian	18	1%	14	1%	9	0%	11	0%	5	0%	-72%	0%
Asian/Pacific Islander	295	12%	261	11%	271	11%	262	11%	217	10%	-26%	11%
Filipino	116	5%	111	4%	126	5%	133	5%	104	5%	-10%	5%
Latino	819	32%	900	36%	963	38%	949	38%	911	41%	11%	37%
White	888	35%	807	33%	755	30%	723	29%	653	29%	-26%	31%
Other	143	6%	162	7%	169	7%	178	7%	148	7%	3%	7%
Unreported	74	3%	47	2%	36	1%	32	1%	35	2%	-53%	2%
Total	2,549	100%	2,481	100%	2,509	100%	2,481	100%	2,244	100%	-12%	100%

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

Your Program Data

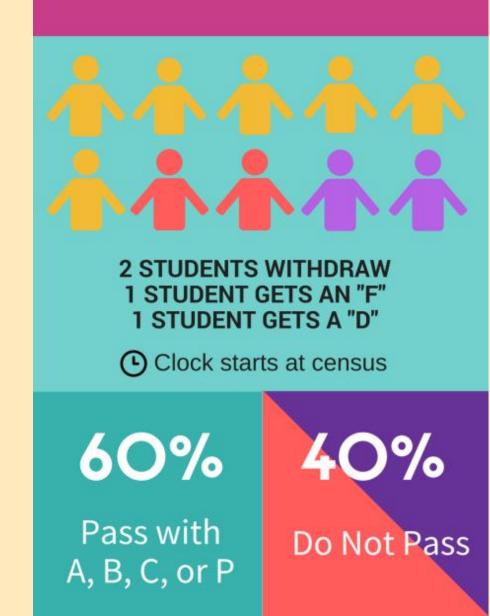Now available in the new Data Warehouse!

Mesa College Hula Hoops Outcomes

Table 2.1. Annual Program Outcomes

	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
2011/12	10,072	8,395	83%	6,586	65%	2.53
2012/13	10,338	8,812	85%	6,997	68%	2.57
2013/14	9,893	8,485	86%	6,847	69%	2.59
2014/15	9,821	8,426	86%	6,783	69%	2.62
2015/16	9,088	7,867	87%	6,454	71%	2.68

Table 2.2. Annual Program Outcomes by Class Online Status

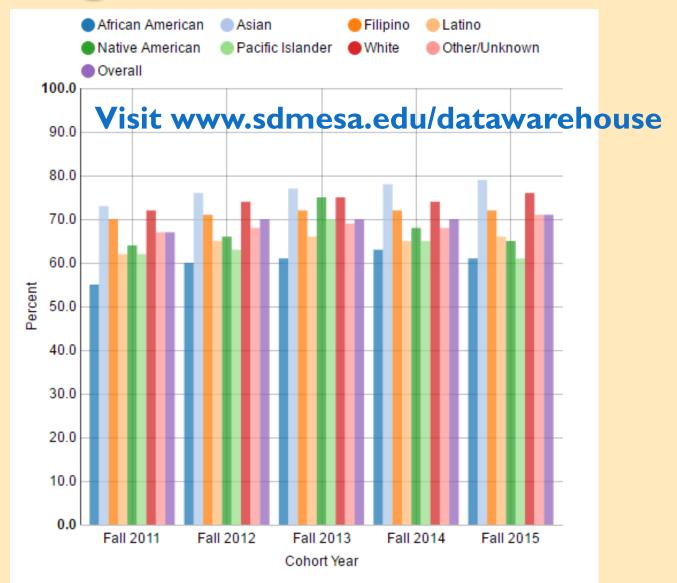|		Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
Not an Online Class	2011/12	9,205	7,712	84%	6,071	66%	2.53
	2012/13	9,277	7,963	86%	6,332	68%	2.56
	2013/14	8,699	7,520	86%	6,145	71%	2.62
	2014/15	8,724	7,545	86%	6,125	70%	2.63
	2015/16	8,130	7,075	87%	5,843	72%	2.69
Online Class	2011/12	867	683	79%	515	59%	2.52
	2012/13	1,061	849	80%	665	63%	2.62
	2013/14	1,194	965	81%	702	59%	2.33
	2014/15	1,097	881	80%	658	60%	2.49
	2015/16	958	792	83%	611	64%	2.51

Benchmarking Data: Examples

- Your program's historical data

- Overall or highest performing group (for equity gaps)

- College-wide data

- Discipline data from other colleges

College-wide Success Data

KPIs: Student Outcomes

Table 2.4. Annual Program Outcomes by Ethnicity

		Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
African American	2011/12	689	513	74%	326	47%	1.86
	2012/13	703	561	80%	368	52%	1.96
	2013/14	757	595	79%	414	55%	2.04
	2014/15	709	555	78%	393	55%	2.22
	2015/16	660	542	82%	407	62%	2.24
American Indian	2011/12	63	53	84%	42	67%	2.34
	2012/13	47	38	81%	28	60%	2.15
	2013/14	46	37	80%	31	67%	2.88
	2014/15	36	29	81%	22	61%	2.63
	2015/16	35	30	86%	23	66%	2.40
Asian/Pacific Islander	2011/12	917	769	84%	633	69%	2.74
	2012/13	918	792	86%	679	74%	2.89
	2013/14	873	787	90%	681	78%	2.93
	2014/15	887	782	88%	680	77%	2.94
	2015/16	874	780	89%	685	78%	3.04
Filipino	2011/12	445	390	88%	302	68%	2.48
	2012/13	429	380	89%	304	71%	2.56
	2013/14	386	340	88%	275	71%	2.63
	2014/15	429	379	88%	309	72%	2.67
	2015/16	374	325	87%	286	76%	2.91
Latino	2011/12	3,088	2,619	85%	1,911	62%	2.33
	2012/13	3,481	2,980	86%	2,270	65%	2.43
	2013/14	3,646	3,138	86%	2,411	66%	2.44
	2014/15	3,611	3,059	85%	2,343	65%	2.45
	2015/16	3,442	2,967	86%	2,332	68%	2.50
White	2011/12	3,870	3,221	83%	2,722	70%	2.76
	2012/13	3,829	3,298	86%	2,758	72%	2.75
	2013/14	3,327	2,861	86%	2,449	74%	2.77
	2014/15	3,340	2,940	88%	2,499	75%	2.79
	2015/16	2,954	2,583	87%	2,191	74%	2.83

2015/16 Equity Gap: 62% vs 74%

2015/16 Equity Gap: 68% vs 74%

Sample Reference Group

Distance Education Data

Table 2.2. Annual Program Outcomes by Class Online Status

		Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
Not an Online Class	2011/12	9,205	7,712	84%	6,071	66%	2.53
	2012/13	9,277	7,963	86%	6,332	68%	2.56
	2013/14	8,699	7,520	86%	6,145	71%	2.62
	2014/15	8,724	7,545	86%	6,125	70%	2.63
	2015/16	8,130	7,075	87%	5,843	72%	2.69
Online Class	2011/12	867	683	79%	515	59%	2.52
	2012/13	1,061	849	80%	665	63%	2.62
	2013/14	1,194	965	81%	702	59%	2.33
	2014/15	1,097	881	80%	658	60%	2.49
	2015/16	958	792	83%	611	64%	2.51

Distance Education Data by Course

Table 2.5. Annual Program Outcomes by Course and Distance Education Status

		Not an Online Class						Online Class					
		Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA
HULA101	2011/12	2,581	2,241	87%	1,639	64%	2.34	633	505	80%	366	58%	2.42
	2012/13	2,670	2,370	89%	1,742	65%	2.39	708	577	81%	430	61%	2.51
	2013/14	2,428	2,166	89%	1,666	69%	2.46	875	707	81%	476	54%	2.21
	2014/15	2,502	2,201	88%	1,618	65%	2.40	875	680	78%	478	55%	2.40
	2015/16	2,453	2,197	90%	1,682	69%	2.51	711	573	81%	410	58%	2.40
HULA102	2011/12	225	197	88%	146	65%	2.39						
	2012/13	215	181	84%	127	59%	2.34						
	2013/14	212	192	91%	156	74%	2.84						
	2014/15	145	127	88%	107	74%	2.78						
	2015/16	121	108	89%	87	72%	2.38						
HULA105	2011/12	763	619	81%	545	71%	2.81						
	2012/13	703	593	84%	508	72%	2.72						
	2013/14	603	525	87%	441	73%	2.68						
	2014/15	583	524	90%	469	80%	2.87						
	2015/16	554	484	87%	428	77%	2.78						
HULA110	2011/12	336	307	91%	279	83%	2.83						
	2012/13	331	306	92%	271	82%	2.78						
	2013/14	243	223	92%	203	84%	2.79						
	2014/15	294	264	90%	241	82%	2.97						
	2015/16	257	234	91%	218	85%	2.99						
HULA201	2011/12	54	48	89%	41	76%	2.96						
	2012/13	82	76	93%	70	85%	3.22						
	2013/14	71	60	85%	58	82%	3.36						
	2014/15	34	28	82%	26	76%	3.12						
	2015/16	47	43	91%	40	85%	3.27						

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](#)

- [Excellencia in Education What Works for Latino Student Success](#)

- [AACU Resources on Diversity, Equity, and Inclusive Excellence](#)

- [Pacific Education Group/Courageous Conversations Resources](#)

- [Minority Male Community College Collaborative Resources](#)

Example of Data Analysis Responses from Last Year

…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 Data Analysis Responses from Last Year

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 IR Office or Office of Student Success and Equity if you need assistance in identifying action items

Thank You!

- Questions?

- Contact the Institutional Research Office at MesaResearch@sdccd.edu or x2319