



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

General Information (Instructional Program Review 201...

VIEW LOG WORD PDF PRINT CHECK OUT

General Information

Welcome to the 2018/19 Comprehensive Program Review. [Print](#)

Detailed instructions within each section of the module have been added to assist you in completing your program review. As you navigate through the module, be sure to look at the [Directions](#) provided within each section. In some cases, the [Directions](#) window may not automatically appear so you will need to click on [blue triangle](#) next to [Directions](#) for that section to open.

Below, important Program Review deadlines and contact information have been provided for your reference.

Important Dates:
Friday, December 10, 2018: Final Draft is due to Liaisons and Managers for review.
12/11/18 - 1/21/19: Liaisons and Managers conduct review.
1/22/19 - 2/04/19: Lead writers make final edits.
Monday, February 4, 2019: Final due date.

Questions regarding:
General Program Review- [Madeleine Hinkes](#), ext. 2509, A-109
Outcomes and Assessment - [Kris Clark](#), ext. 2304
Data and Research- [Bridget Herrin](#), ext. 2319
Budget and Resource Allocation Requests/Facilities Requests- [Jacqueline Collins](#), ext. 2554
Classified Hiring Requests- [Olivia Piccola](#), ext. 2778
Career and Technical Education - [Monica Romero](#), ext. 2781
Faculty Hiring Requests- [Andy MacNeill](#), ext. 2799
Taskstream- [Anda McComb](#), ext. 2235
Senior Secretary- [Mona King](#), ext. 2509, A-109

Web Links:
1. [Mesa College Data Warehouse](#)

2018/19 Instructional Program Review

- Program Review Data and Resources
- Submission Information (REQUIRED)
- Faculty/staff (REQUIRED)
- Program Mission (REQUIRED)
- Program Overview (REQUIRED)
- Curriculum (REQUIRED)
- Outcomes and Assessment (REQUIRED)
- Program Analysis (REQUIRED)
- Program Goals (REQUIRED)
- Action Plans for Non CTE Programs (REQUIRED)
- Project Plan for CTE Programs Only (REQUIRED)
- Closing the Loop (REQUIRED)

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

**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

Tableau Dashboards

www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/index.shtml

Tool Box Mesa Google Drive San Diego Mesa Coll Data Mart SDCCD-Institutional Taskstream Data on Demand Data Element Dictio 2017

CLASS SCHEDULE BLACKBOARD REG-E FACULTY/STAFF ALUMNI NEWSROOM CALENDAR DIRECTORY MAP LIBRARY ADMISSIONS

SAN DIEGO MESA COLLEGE

SEARCH

GIVE TO MESA

ABOUT | ACADEMICS | FINANCIAL AID | ATHLETICS | CAMPUS LIFE | STUDENT SERVICES | COLLEGE SERVICES

Guided Pathways
HSI/STEM
Student Success & Equity

CONTACT

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DATA WAREHOUSE

Welcome to San Diego Mesa College's online data warehouse! Here you can locate visuals illustrating college-wide equity data and program-level student achievement data. If you have any questions about the data warehouse, please email MesaResearch@sdccd.edu.

We strive to create data tools that are accessible, interactive, and meaningful and welcome your feedback.

Please submit your feedback here: [Dashboard Feedback Form](#)

How to print from a Data Dashboard

STUDENT SUCCESS & EQUITY

- Student Success Scorecard Dashboard
- Placement/AB705 (Coming Soon)
- Mesa Pathways (Coming Soon)

OPERATIONAL TOOLS

- Enrollment Tool for Deans and Chairs

PROGRAM DASHBOARDS

- Course Outcomes Dashboard
- Awards Dashboard
- Enrollment Trends Dashboard
- Student Characteristics Dashboard
- Faculty Staffing Dashboard (FHP data)
- Career and Workforce
- Bachelor's Degree Program
- CSU Transfer Dashboard

EXTERNAL DASHBOARDS

- UC Infocenter Transfer by Majors
- 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
- SDCCD IR
 - Research Reports
 - Awards
 - Misc.
 - Student Profiles
 - Enrollment/FTES
- **Statewide Data Sources**
 - DataMart
 - CTE Launchboard
 - Cal-PASS Plus
 - O*NET

Strategies

1. Understand the **definitions** and nuances of *your* 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

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