# 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…*

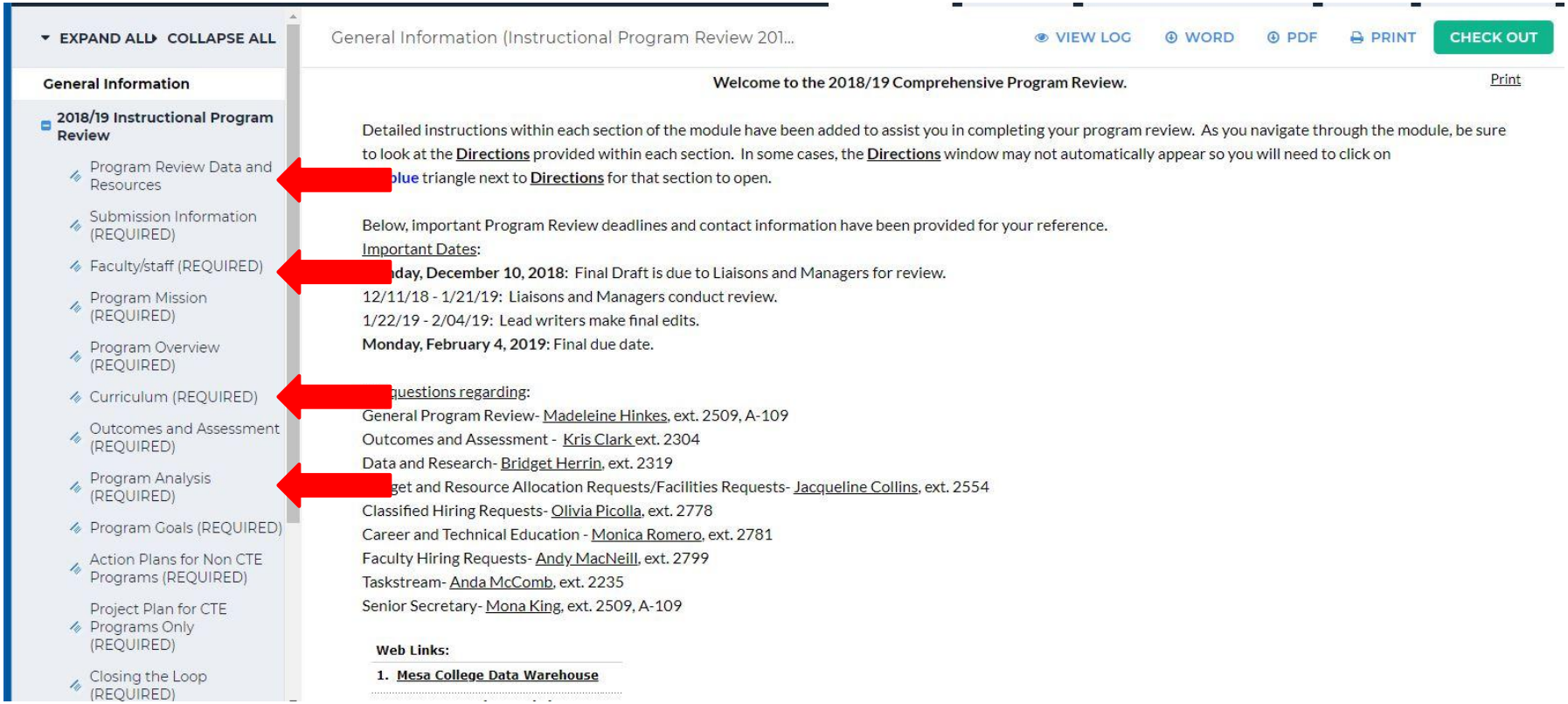
by inspiring a culture of equity-minded action research, reflection, and inquiry

# 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)

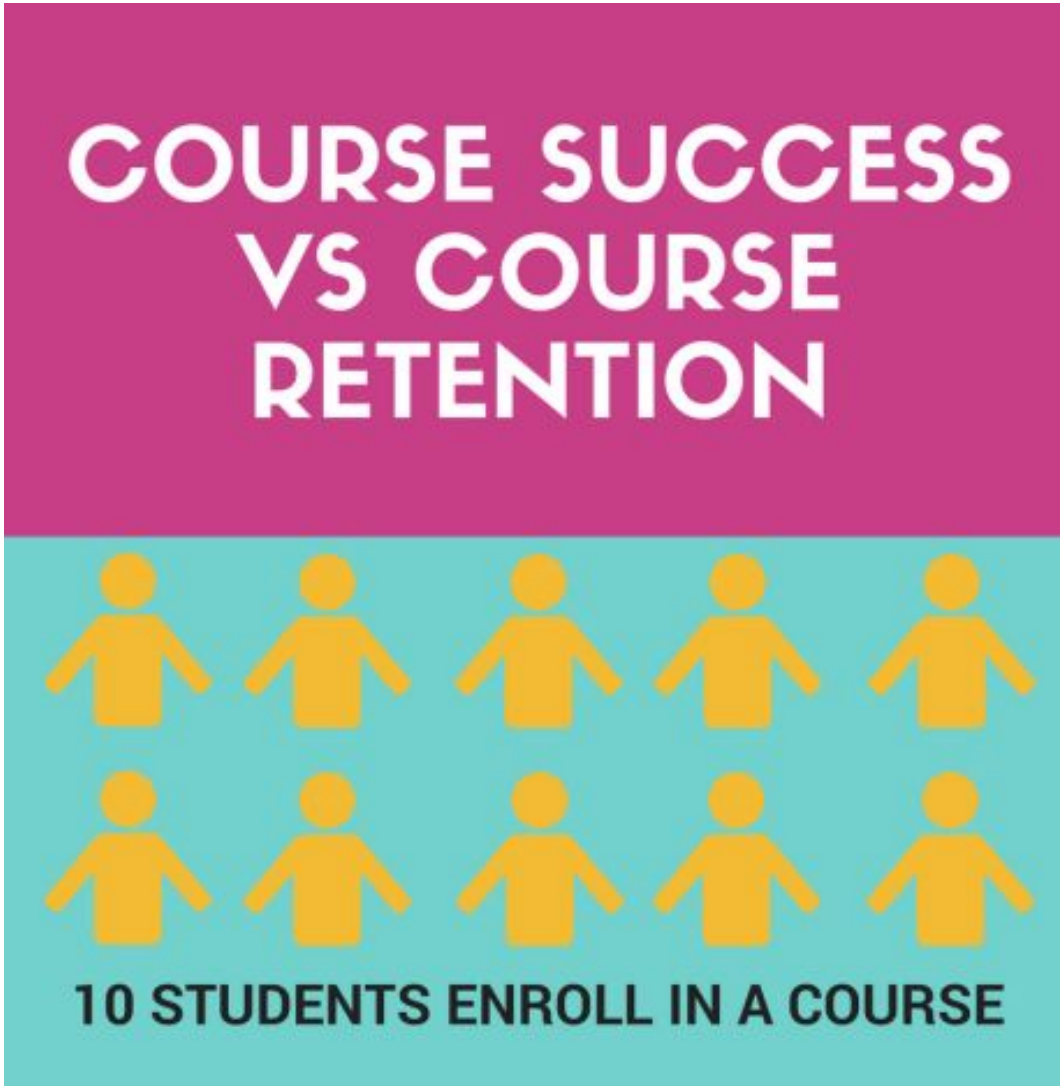
**Program Analysis**

- 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



# COURSE RETENTION

**2 STUDENTS WITHDRAW**

Clock starts at census

| 80% | 20% |
| --- | --- |
| Retention Rate | Withdrawal |

# COURSE SUCCESS

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

Clock starts at census

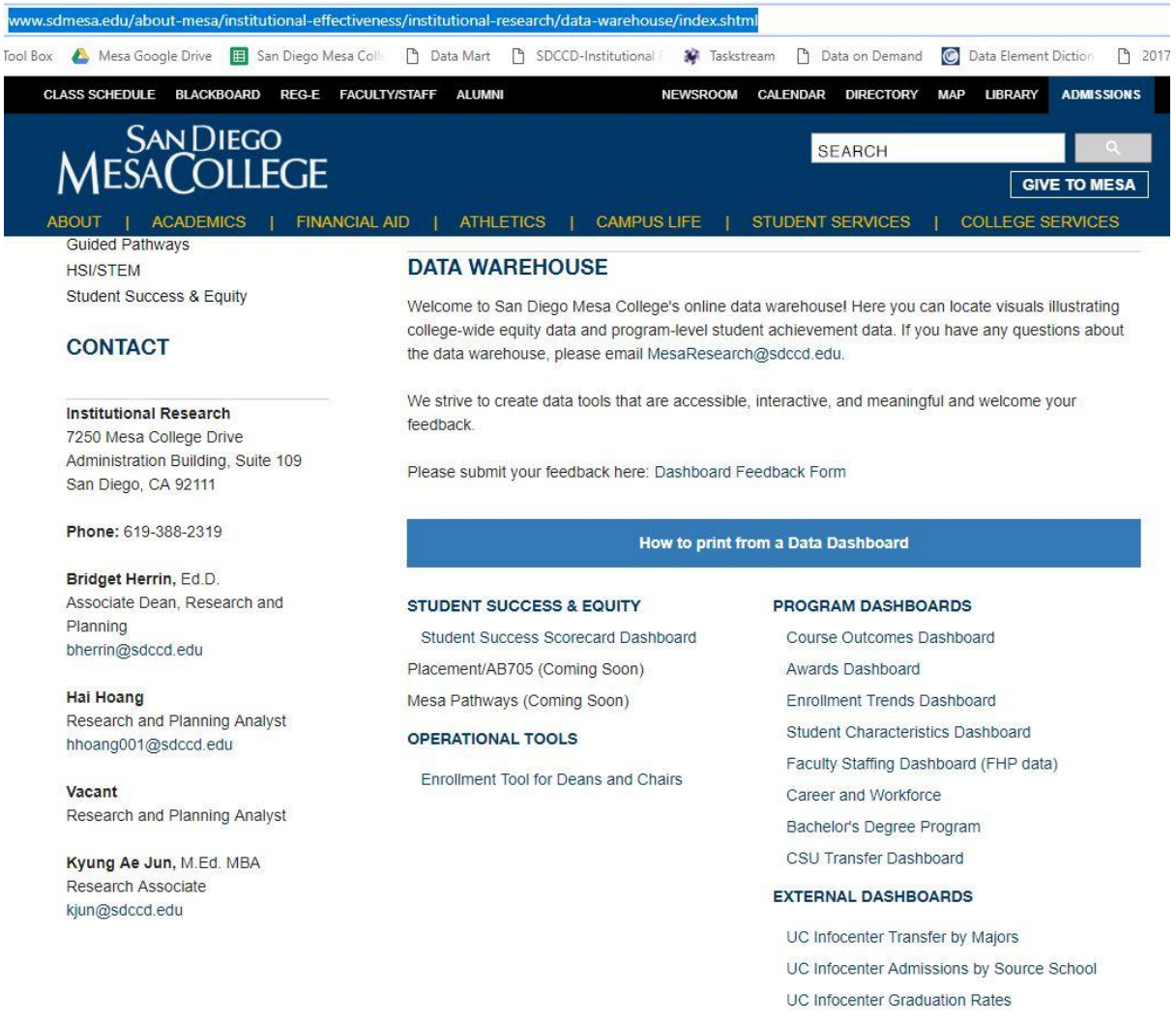
**60%**

Pass with
A, B, C, or P

**40%**

Do Not Pass

# Tableau Dashboards



# 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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