

Program Review Data Integration Workshop: Instruction



**SAN DIEGO MESA COLLEGE
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SPECIAL THANKS TO SUSAN MUN**

Program Review and Data



- **What is the purpose of Program Review?**
 - Looking ahead not in the rear view mirror
- **What is the analysis about?**
 - It is the context that leads to the plan
 - Practitioner engagement in student learning and meeting student learning or support needs
 - Providing the *infrastructure* to support learning
 - Providing the resources to meet goals

Program Review Question 4: The Locus for Assessment



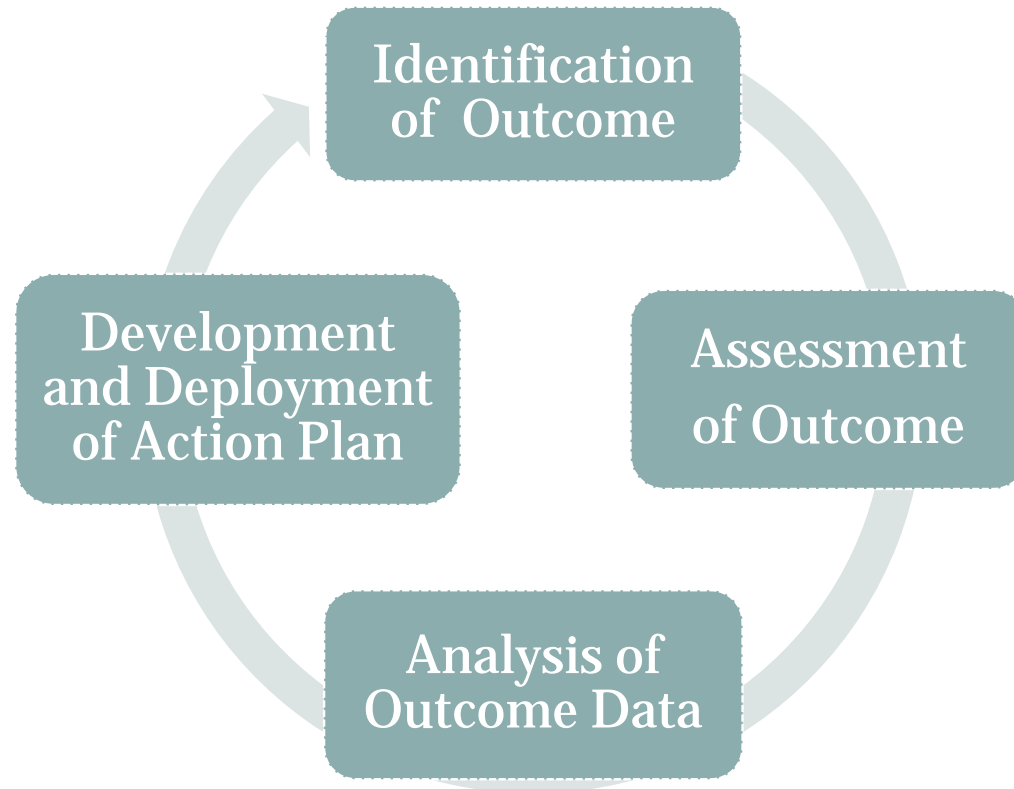
- **SITUATION: Describe the current state of the program/service area**
 - Connect to College Mission, Vision, Values and Goals
 - Connect to College's Annual Objectives/Priorities and Performance Indicators
 - Describe how your program serves students, the College, and the community
 - ✦ Provide the context of what you do, how you do it, and how it impacts learning
 - ✦ Provide multiple factors –become holistic in process

Program Review Question 4: The Locus for Assessment



- Tell the story of your program/service area's Strengths, Challenges, and External Influences
 - ***Achievement Data:***
 - ✦ Program outcomes (retention, success, productivity, awards, disaggregated when possible)
 - ✦ Point of Service Surveys, process numbers, students served by specific service
 - ***Qualitative Data:***
 - ✦ **IT'S ALL ABOUT THE DIALOGUES SURROUNDING LEARNING OR SUPPORTING LEARNING!**
 - Demonstrate how closing the loop got us to student success –this involves SLOs and more

Closing the Loop on SLOs



Program Review Question 5



- **TARGET:** Describe where you want the program or service area to be in five years –these are your goals, based upon your analysis in Question 4

Program Review Question 6



- **PROPOSAL:** Describe what you need in order to achieve the Target (five years out) listed in Question 5

Goals Matrices



- Identify SMART goals associated with the PROPOSAL –what you need in order to achieve this
- Include specific resources
 - Financial and Non-financial Resources
 - Examples Include:
 - ✦ Professional Development based upon a Needs Assessment
 - ✦ Curriculum Support –capacity and content
 - ✦ Learning Support
 - ✦ Personnel –Faculty and Classified
 - ✦ Equipment and Supplies

Outcomes & Productivity Data



DATA PARAMETERS & CAVEATS

Terms & Definitions



- **Please refer to the Productivity 101 PowerPoint handout for terms and definitions**

The Parameters



- **Five years / ten primary terms of data**
- **End-of-term data**
- **Program-level data**
- **Derived from SDCCD Information Systems using Hyperion – a “data warehouse” with up-to-date information that is refreshed on a more frequent basis**

More Parameters



- Cancelled classes, honors contract, tutoring, non-state supported, apprenticeship, and classes with 0 capacity are excluded from the number of sections
- $\text{Fill rates} = \text{Enrollments} / \text{Enrollment Cap}$ = do not include Positive Attendance, Non-credit, Apprenticeship, In-service, or cancelled classes
- $\text{Load} = \text{WSCH} / \text{FTEF}$
- FTES excludes non-residents
- All data exclude intersessions

Outcomes (Retention & Success)



- Change over time
- **EQUITABLE** outcomes across student characteristics
- Benchmark comparisons using College rates as points of reference
- **NOTE:** College-wide retention and success rates are in the Fact Book on the District Research [web site](#))
- Retention rate = (All valid enrollments EXCEPT letter grade W / All valid enrollments) * 100
- Success rate = (Letter grades A, B, C, or P / All valid enrollments) * 100
- Note: Enrollment = # of students enrolled as of first census

Comparing Data



- Apples to apples and oranges to oranges
 - E.g., Fall to fall and spring to spring
- When all else fails, fruit to fruit
 - E.g., Rate of growth from fall to fall and spring to spring in your program/discipline versus the college
 - Use same parameters wherever possible
 - Note the limitations of your data comparison

Data Caveats



- **Small numbers**
 - E.g., American Indian student population
- **Artificial changes**
 - E.g., effects of course numbering changes on Basic Skills figures

Useful Formulas and Calculations, Part 1 of 2



- **Average or mean =**

of observances / Total # of observations

- Useful for summarizing large amounts of data, esp. when you collect the data regularly, e.g., average dollars disbursed per month during Fall 2009 term = (Total dollars for Fall 2009 / # of months in Fall 2009) = average \$x.xx dollars disbursed per month in Fall 2009. Then, you can compare the average \$ disbursed per month in Fall 2009 vs. that of Fall 2010, which provides a succinct summary of dollars disbursed per month in Fall 2009 vs. Fall 2010. Also useful for calculating average number of contacts per full-time staff member in your service area.

Useful Formulas and Calculations, Part 2 of 2



- **Percent Change in Growth or Decline =**
$$\frac{(\text{recent figure} - \text{past figure})}{\text{past figure}} * 100$$
- Useful for comparing rates of growth (or decline) between your service area and that of the College, esp. when it is not an exact matched comparison, e.g., comparing the percent change in growth, or rate of increase, in the number of contacts made or dollars disbursed between Fall 2009 and Fall 2010 v. the percent change in growth, or rate of increase, in College enrollment between Fall 2009 and Fall 2010. Then you can see whether your service area's growth "outpaces" that of the College.

Q & A



**SAMPLE QUESTIONS AND WAYS TO ANSWER
USING ENROLLMENT, PRODUCTIVITY, AND
OUTCOMES DATA**

How and why has student demand for your program's offerings changed over the past five years?



- Note change in volume/rate over time
 - Sections
 - Fill Rate
- Calculate % change in growth/decline over time and compare to college-wide figures— is the growth of your program “outpacing” that of the college?
 - Enrollment
 - FTES
- What factors may have contributed to this change?
 - Business and industry trends
 - The economy
 - Policy changes, e.g., changes in course pre-requisites

How and why has your program's productivity changed over the past five years?



- Note changes in WSCH, FTEF, and Load (WSCH/FTEF)
- Calculate %557 benchmark = $(\text{Load} / 557) * 100$
- How close to 75% is your % Contract FTEF?
- What factors may have contributed to these changes?
 - Changes in number of faculty/counselors due to turnover, retirements, and/or new hires
 - Changes in student enrollments

How and why have student outcomes changed over the past five years?



- **Examine retention rates, success rates, and term GPAs over the past five years**
- **Examine these outcomes in relation to gender and ethnicity (keep in mind the data caveat re: small numbers)**
- **Ask what external factors may have contributed to changes in student outcomes**
 - Changes in program requirements or pre-requisites?
 - Changes in student support services?

Continued



- **Ask what factors within your control may have contributed to changes in student outcomes**
 - Test your hypotheses through classroom assessment
- **Ask what your SLO assessment tells you**
 - Look to the results and the dialogues, look to the action planning

Outcomes-Based Program Review



THE VALUE, THE PROCESS, & THE OUTCOMES

Outcomes-Based Program Review



- **Articulate your outcomes**
 - Measureable, meaningful, and manageable statements describing what your students will know or do
- **Purposefully plan so that the outcomes can be achieved**
- **Implement methods systematically over time to determine whether the outcomes have been achieved**
- **Use the results to plan improvements and make requests for additional resources as needed**

Bresciani, M.J. (2006)

Key Questions to Address in Outcomes-Based Program Review



- What are we trying to do and why are we doing it?
- What do we expect the student to know or do as a result of our program?
- How well are we— the students, faculty, and professionals— doing it?
- How do we know?
- How do we use the information to improve?
- Does that work?

Adapted by Bresciani & Zelna from the CUPR Guidelines

Data Defined



- Systematically collected or observed (this distinguishes data from anecdote)
- Quantitative $\leftarrow \rightarrow$ Qualitative
 - Two ends of a continuum, not opposites
 - Quantitative data should lead to qualitative inquiry
 - Qualitative data are often summarized quantitatively

Direct and Indirect Evidence



- **Direct evidence** – products of student learning that are observable, tangible, and demonstrate the nature and depth of learning that has occurred
 - E.g., homework, exams or essays, portfolios, capstone projects (Golden Scissors Fashion Show or Mesa Dance Company Concert), fieldwork, problem-solving case study, performance on licensure or certification exams
- **Indirect evidence** – self-reported measures of student learning or measures that indicate student learning may or may not have occurred
 - E.g., surveys, interviews, focus groups, productivity, enrollment, diversity, retention rates, success rates, transfer, job placement

How does business-as-usual become outcomes-based assessment?



- **Collectively and collaboratively articulate the intended contribution of your program or service area to the learning process, i.e., your outcome**
- **Plan deliberately to achieve your outcome**
 - Identify and take advantage of opportunities
- **Gather “data” to show the nature and depth of learning that has occurred**
 - Remember, data collection is a means to an end, not an end in itself
 - Strike a balance between focusing data to answer your research question and being open to new discoveries
- **Evaluate the situation to determine how to improve or maintain your successes and to address your challenges**