

# **2009 Program Review Data Guide**

Prepared by the Office of Institutional Research and Planning

The 2009 Program Review Data Started kit contains 3 pieces of data provided to you. There are other sources of data that you may request either from the Research Office or other offices. You may also want to collect data on your own or with help from the Research Office.

If you have any questions/concerns/confusion with the data please contact me. The Office of Research and Planning is happy to go over any part of the data with you, assist you with interpretation, run special data, double check the numbers, and re-run data if needed.

## **I. Data Starter Kit:**

### **A. Discipline Level Data Sheets**

Discipline Data Sheets are provided to give you a thumbnail sketch of your program. Any review of a program must address both the quantitative as well as qualitative aspects of the program. We hope you are able to discuss your program data in the context of your entire program. The data is designed to help you understand and explain your program. As with any quantitative data, there are limitations such as errors, data that is not applicable to your program, and data that may not be a reliable or valid measure.

Most importantly, it should be understood that the Data Sheet is a rough sketch of your program. It is not the entire picture. Quantitative data means little without the context and explanation you provide.

Discipline Data Sheets provide eight semesters of data derived from the IR data set and the CEMC data set. Variables include: majors, enrollments, FTES, student educational goal, gender, race/ethnicity, DSPS, number of courses/sections offered, time of day sections offered, FTE, full time, part time faculty, overload, File rate, WSCH, WSCH per FTES, Course success, non-success, withdraw, retention, degrees and certificates. This is the same data you received last time only updated to cover the past four years up to Spring 2009.

Generally, data is based upon rubrics (ENG, BIOL). In some case individual courses have been taken out of a rubric due to program-specific needs. For example, EMS courses have been taken out of HLTH and placed into their own data sheet and DANC courses that are housed in PE have been added to the DANC data sheet. If you'd like to see specific courses or clusters of courses that that are not in your rubric but affect your program you may request such data. (Excel)

**B. Section level CEMC data** for past few semesters including fill rates and WSCH/FTEF. (PDF)

**C. Course Level Grade distributions** (Success, Non-Success, Withdrew) for the past 8 semesters at the course level. (PDF)

## **II. Data upon Request**

There are some things you want to think about before requesting data: What is the outcome or purpose of the request? Do you want to identify areas of strength and weakness? If so, if you find weaknesses, is there anything you can do about it? Are you interested in prioritization? We want to run data that will

help you understand, prioritize, and create plans. Ideally, requests should be targeted at assessing and evaluating a program or policy. It should point to solutions that are feasible.

Once you have your data, what do you do with it? It's not uncommon to get inconclusive results. In this case you might want to ask for more data or you may need to collect data. Sometimes you will find out things you didn't want to know. Data may support your hunches or it may contradict them. The Office of Institutional Research and Planning will help you interpret your data and suggest other ways to get at what you want to know. Remember, data is just one tool in assessing your program. It's not a panacea but it can be very helpful. The real value of data is what you do with it.

#### **A. Data that can be run in a short amount of time from internal or external data bases**

1. **Course/Preparation Combo Data:** A course combo query may be: What are the success rates of students in GE courses (e.g. Hist, Soc, Anth) who have completed Eng 1A compared to students who are in basic skills English? Do students do better in BIO 1 if they have had Chem 1B first? We can also run data by assessment levels (Math or Eng placement). These queries tend to examine issues of student preparation. We take a current group of students and look back at what they have done in the past to determine any difference in success.
2. **Sequencing Data:** Sequencing data follows cohorts of students over time. It allows us to follow students through a sequence of courses such as English or math. We can also track students across different courses from various disciplines. This query takes a cohort of students and tracks them semester by semester. Sequence data looks forward whereas Course Combo data looks back.
3. **Demographics:** Programs may want to know who their students are. Gender, ethnicity, educational goal, learning disabled, age, city of residence, high school, GPA, number of units are examples of the types of demographic data we can provide about your students. We can also examine student success by any of these variables.
4. **Workforce/jobs projections:** By using the Economic Modeling Specialist Inc. data set we can run workforce projections for our area by specific jobs and careers.

#### **B. Data that needs to be collected and is free.**

Since we will be collecting data this request has a longer time frame and we need to work together to design, collect and analyze the data.

1. **Data from students specific to your program/courses**
  - a. **Survey data:** Survey data may be used to determine satisfaction, scheduling preferences, mode preferences (DE, X, late start etc.) attitudes, motivation for taking course, behaviors, learning skills. Survey data is more appropriate for larger groups of students and for areas of inquiry that are easily quantifiable.
  - b. **Focus Group Data:** Focus group data is more appropriate for smaller groups of students or areas of inquiry that are more exploratory.
2. **Industry Surveys:** Surveys of industry may be appropriate to gather information about the types of skill employers want to see, careers/jobs they expect to be hiring, and emerging technology. We can help you design this survey and analyze the data once it is collected. The actual collection of data (identifying companies and individuals within companies to answer

your survey) is something better handled by the program rather than Institutional Research but we are able to help you put together and implement your plan.

3. Existing studies on economic growth, educational trends, public policy: There are many reports by government offices, non-profit organizations, the California Community College Chancellors Office (Data Mart), Centers of Excellence that have studies and reports that may inform your Program Review. For example, the American Civic Literacy Project might be useful to Social Science Programs. Technical-Vocational Programs might want to browse the Center for Excellence web site to see if relevant studies have been published about their program. You can find these on your own or ask us to help you.

### **C. Data that costs**

1. Economic Impact, job forecasting for specific industries in the Tri-valley. In certain cases it might be necessary to pay an outside organization to conduct a study for us. This would be a longer term project and we'd need to secure funding. The Center for Excellence is one provider of such reports. This is usually more appropriate for Career-Tech programs.

### **III. Data Disciplines should have/need to collect:**

While this section does not necessarily cover data that is the usual interest of the Office of Research we have provided this list to jog your brain. These can be invaluable sources of information as you evaluate your program and make plans.

Curriculum review, Classified Staffing, Physical Resources, Technology Resources, SLO time line if not completed, Course Level SLO data, Program Level SLO information, SLO Feedback Loop, Dialogue with other programs, advisory committees, Annual Budget.

### **IV. Data sources:**

- A. Brio Query:** Brio Query is a software tool used to generate much of the IR&P data. Unlike Banner Data, which changes over time, the Brio Query Data base is a static snapshot of data taken at census and final each semester. Brio Query was used for much of the data provided in the Template: Majors, enrollments, Educational Goal, courses, sections, and success data.
- B. CEMC Tool:** The CEMC tool was used to generate FTE faculty counts, fill rates, WSCH per FTE, WSCH, and FTES.
- C. SYQMGRT Report:** This report lists all degrees and certificates by semester and top code.

### **V. Data Definitions and Methodology for Discipline Data Sheets**

- A. Program Access:** Please discuss the data in terms of access for students into your program or program offerings. Is there a steady stream of new majors into the program? Are there enough course offerings to promote equity for day, evening, and weekend students? Are enrollments growing? How about FTES? What are the entry points to your program or program offerings? Are there circumstances that inhibit access to your program or program offerings?

- 1. Majors:** When students apply to LPC they select a Major. This major is not usually updated as student goals change. The validity of this variable is highly limited. Students may indicate a major but never enroll in any of the related courses. Additionally, a student may have indicated another major but show up in your program. A student's major may have little to do with their course-taking pattern. Another limitation of the majors data is that the majors and rubrics (i.e. AJ, MATH, WELD) are separate data files and not connected to each other. Majors were classified under rubrics with the assistance of the deans.

How can this data be used? The number of majors might give you an idea of how many students have shown interest in your program at some point in time. These students may or may not be in your program. For some programs such as AUTO, AJ, MCOM, the number of majors might be highly significant in determining access to and student progress through your program. For others it may not have much meaning. Programs with courses in the GE pattern, for example, might not have many majors and may not even offer a major. New, Transferred, and Returning Majors are provided to give you an idea of the potential inflow of students into your program.

Total Majors in Discipline: This is the number of students who indicated a major that was classified under your rubric.

New Majors: These are the number of "new" students who indicated a major. New students are those who have not enrolled in college before entering LPC.

Transferred Majors: These are the students who **transferred into LPC from another college** and indicated a major.

Returning Majors: These are the students in a major who enrolled at LPC after an absence of at least one semester.

- 2. Enrollments:** These are the number of enrollments in your courses. Students are counted for each course in which they enroll.
- 3. FTES:** The number of Full-Time Equivalent Students was generated using the CEMC tool.
- 4. Gender:** Proportion of Males/Females in your program are provided.
- 5. Race/Ethnicity:** The race/ethnicity of students in your program is provided. You might want to compare this data to the total LPC data provided as the last page of the Discipline Data Sheets workbook.
- 6. DSPS:** The number of students who have registered as having a disability are provided.
- 7. Education Goal:** Unlike majors, these are the actual students sitting in your classes. The mix of education goals is important in assessing your program. Are the students in your classes there for a job-related goal? Do they want to transfer to a four-year institution? Most likely this data will come as no surprise to you. These are the students you see everyday.
- 8. Total Courses Offered:** This was generated from the Brio Query database. This is the total number of courses the discipline or cluster offered in the semester.

- 9. Total Sections Offered:** This was generated from the Brio Query database. This includes all Distance Education, late start, and independent study sections as well as regular day, evening, and Saturday sections. The Brio Query data base contains the variables: Day, Evening, Independently scheduled (usually DE courses) and Saturday. Each section is connected to one of those categories. If the number of sections seems too high please contact me and we can go over the Brio programs. In some cases such as MATH X/ Y Brio may be counting things other than primary sections.

## **B. Staffing Resources:**

- 1. Faculty:** The data on faculty comes from the enrollment management tool. FTE is the total number of Full-time equivalent faculty. This is broken down into Full-time, Part-time, and overload.
- 2. Full-time** is the proportion of FTE that are full-time faculty members. Overload is not counted in the Full-time number. For purposes of Program Review, Overload is counted as part-time.
- 3. Classified:** Classified data has been left blank. The Office of IR&P does not have access to reliable data on classified staffing. Most programs do not have classified support. Those that do often split classified staff between two or more programs. Faculty know more about the level of classified support to their program and the “split”. Although you are not provided with these numbers this is an important area you should address in your assessment of your program and arguing for your program needs.
- 4. Discipline Coordinator:** As with Classified data this has been left blank because programs know more about their Coordinator status. Most programs do not have Coordinator time. This is an area where programs might want to address as current or future need.

## **C. Program Efficiency:** These variables were generated using the Enrollment Management tool.

- 1. Fill Rate:** This is the average course fill rate for the program.
- 2. WSCH per FTEF:** Number of Weekly Student Contact Hours per Full-Time Equivalent Faculty.
- 3. WSCH:** Total Weekly Student Contact Hours for the program
- 4. FTES:** Full-Time Equivalent Students in the program

## **D. Program Success:**

- 1. Success Rates (grade distribution):** The statewide definitions for Success, Non-Success, Withdrew, Retention are used. Course success rates are a rather rudimentary measure of student success. It may or may not be an indicator of program success or student learning. However, there are certain circumstances that should be addressed such as unusually high non-success or withdrawal rates as well as any large fluctuations in student success. Your own data on student learning should provide you with more information about student learning and success. True evidence of student learning would be preferable when reviewing the success of

the program, modifying curriculum, and requesting resources. Student Success rates are one measure of program success but it is not the only one.

**2. Degrees and Certificates:** At first some may be alarmed at the low number of degrees and certificates awarded by their program. There are a number of ways to interpret your awards data. First, look at the number of students entering your program in any given semester (New Majors). Comparing awards to the total number of majors in your program or to enrollments is not necessarily a good measure of program success. It make more sense to look at the flow of students into and out of your program instead of making judgments based upon the number of degrees per majors or enrollments. As with majors, assessing the number of degrees and certificates will be of varying value to different rubrics in assessing the program. For some majors such as Fire Service, CNT, and ECD the number of awards may be an important variable in assessing your program. For others such as Humanities, Math or Dance awards may not be an indicator of program success.

## **VI. General Tips on Evaluating Data**

- A. Look for patterns:** Does your W rate go up every Spring? It could be that there is a difficult course offered every Spring. Patterns may seem pretty boring to write about but they can tell you much about your program. A simple description of a pattern (e.g., success rates remain steady over time or the number of new majors has increased over the past 4 semesters) is a good place to start writing about your data.
- B. Look for anomalies:** Is there a number that stands out on the data sheet? Maybe you had a huge success rate one semester. Perhaps you had a large influx of majors for a semester or two. Anomalies may have a cause that you can identify such as a huge influx of major that coincides with the cutting of a program at surrounding colleges. A dip in WSCH/FTEF may be related to that one semester when your program had to move a course into a smaller room or off campus. Anomalies may be important evidence you can use to advocate for your program needs.
- C. Connect the dots:** Connecting the dots is the most important thing you can do to make sense of and explain your program as well as advocate for you program needs. Do you have an unusually high number of students with Undecided Education Goals that you think results in a higher W rate for your program? Has your program increased WSCH/FTEF but at the expense of FTES? As your fill rate increases how are your Success Rates? A data point on its' own is not usually very compelling. Multiple data points that intersect can lead to some insightful interpretations and become a basis upon which you can advocate for resources.
- D. Transfers (why there is no data on transfers?):** The College does not have access to information on students after they have left LPC. We do get counts of transfers from the UC/CSU systems but this information does not track individual students. Even if the college did have this type of information (who transferred to where in what major) it would be difficult if not impossible to attribute that successful transfer to any specific program. Some instances would be clear-cut such as the LPC biology major who got an AA in Biology and transferred as a Biology Major to Cal State East Bay. Most transfers would not be so clearly attributable to a program. What program should claim the transfer student who got and AA in Liberal Arts and Sciences? What about a transfer who never declared a major? Transfer data might not be of much use to individual programs as it would be to the college as a whole.