

# Form: "IE Data Analysis - Program Review 2017/18 - Student Service/Administrative Unit Questions"

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**Date Submitted:** 10/13/2017 12:06 PM (PST)

**Created With:** Taskstream - Advancing Educational Excellence

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\* = Response is required

**Closing the Loop (following up on last year's questions). If you would like to attach supplemental documents, exit this form and use the "Attachments" button (bottom left-hand corner).**

**1. In your 16-17 program review update, you reflected on your service area's contributions to the College's overall goal of improving persistence. You identified strategies and activities your service area planned to engage in to address this goal. Please describe your service area's progress over the past academic year.**

**\* a. What is the status of the project/activities/program improvements?**

The IR group tracks key performance indicators including persistence and sets standards and aspirational goals across the college.

We also provide data to departments, programs, and initiatives on campus.

We have updated web pages and are building a data warehouse with easily accessible data dashboards so users can disaggregate along numerous demographic parameters.

We provide leadership and training across the college in using the data and deriving meaning from the numbers.

2017/18 Group Training Schedule: <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/program-review-committee/documents/Copy%20of%20Training%20Schedule%202017-2018.xlsx10.20.17.pdf10.20.17.pdf>

2017/18 1 on 1 Training Log:

1 on 1 Trainings	Date	Topic
Trung Huynh	3/8/17	Outcomes Assessment
Alison Gurganus	3/20/17	Outcomes Assessment
Trung Huynh	3/20/17	Outcomes Assessment
Evan Adelson	4/7/17	Outcomes Assessment
Dina Miyoshi	4/7/17	Outcomes Assessment
Gloria Kim	4/7/17	Outcomes Assessment
Ian Duckles	4/7/17	Outcomes Assessment
Farida Gabdrakhmanova	4/11/17	Outcomes Assessment
Ian Kay	4/17/17	Outcomes Assessment

Susan Lazear	4/19/17	Outcomes Assessment
Toni Parsons	4/28/17	Outcomes Assessment
Laura Creswell	4/28/17	Outcomes Assessment
Laura Mathis	5/3/17	Outcomes Assessment
Kim Williams	5/4/17	Outcomes Assessment
George Svoboda	5/4/17	Outcomes Assessment
Carl Luna	5/5/17	Outcomes Assessment
Don Barrie	5/5/17	Outcomes Assessment
Donna Duchow	5/5/17	Outcomes Assessment
Steven Siegal	5/8/17	Outcomes Assessment
Bruce Naschak	5/9/17	Outcomes Assessment
Leslie Sieger	5/10/17	Outcomes Assessment
Michael Crivello	5/11/17	Outcomes Assessment
Elizabeth Chu	5/11/17	Outcomes Assessment
Magdalena Gramada	5/12/17	Outcomes Assessment
Bryan Malinis	5/15/17	Outcomes Assessment
Anne Geller	5/17/17	Outcomes Assessment
Morteza Mohssenzadeh	5/18/17	Outcomes Assessment
Laurie Lorence	5/18/17	Outcomes Assessment
Saloua Saidane	5/18/17	Outcomes Assessment
Larry Horseman	5/19/17	Outcomes Assessment
George Ye	5/22/17	Outcomes Assessment
Susan Hogan	5/22/17	Outcomes Assessment
Pegah Motaleb	5/22/17	Outcomes Assessment
Elizabeth Chu	5/23/17	Mapping
Mark Manasse	5/24/17	Outcomes Assessment
Irena Stojimirovic	5/24/17	Outcomes Assessment
Laura Collins	5/26/17	Outcomes Assessment
Holly Jagielinski	6/5/17	Outcomes Assessment
Christine Balderas	6/12/17	Outcomes Assessment
Leslie Styles	6/13/17	Outcomes Assessment
Tonya Whitfield	6/13/17	Outcomes Assessment
Tara Maciel	6/13/17	Outcomes Assessment
Claudia Estrada	6/13/17	Outcomes Assessment
Jill Chagnon	6/14/17	Outcomes Assessment
Howard Eske	6/14/17	Outcomes Assessment
Amanda Horner	6/14/17	Outcomes Assessment
Duane Wesley	6/16/17	Outcomes Assessment
Anne Hedekin	6/16/17	Outcomes Assessment
Karen Schneiter	6/19/17	Outcomes Assessment
Carlos Toth	6/19/17	Outcomes Assessment
Janna Braun	6/21/17	Outcomes Assessment
Ian Kay	6/22/17	Mapping

Kim Williams	6/23/17	Outcomes Assessment
Raul Rodriquez	6/27/17	Outcomes Assessment
Leslie Styles	6/28/17	Outcomes Assessment
Jacqueline Collins	6/30/17	TaskStream
Linda Hensley	7/18/17	TaskStream
Mark Manasse	7/20/17	Program Review
Manuel Velez	7/31/17	Outcomes Assessment
Donna Duchow	8/11/17	Outcomes Assessment
Saloua Saidane	8/22/17	Mapping
Tonya Whitfield	8/30/17	Program Review
Sakeenah Gallardo	9/12/17	Program Review
Sakeenah Gallardo	10/6/17	Program Review
Beth Cain	10/16/17	Program Review
Sahar King	10/31/17	Program Review
David Fierro	11/3/	Program Review
Sahar King	11/9/17	Mapping
Christine DuPraw	11/13/17	Program Review
Pablo Vela	11/13/17	Liaison Training
Sekeenah Gallardo	11/21/17	Program Review
Amy Bettinger	11/21/17	Program Review
Suzanne Khambata	11/27/17	Program Review

Group Trainings	
Student Services Outcomes Assessment Training	3/2/17
Student Services Outcomes Assessment Training	3/23/17
Student Services Outcomes Assessment Training	4/3/17
DOCS Training - Health Sciences and Public Service	4/21/17
DOCS Training - Math and Science	4/21/17
DOCS Training - Business and Technology	4/21/17
DOCS Training - Arts and Languages	5/3/17
Program Review for Student Services	10/4/17

**\* b. What improvements (if any) do you notice in your persistence data?**

College-wide persistence has remained fairly stable over the years with degree/transfer completion rates beginning to increase after a downward trend. We have also seen an increase in other success factors including completion of college level Math and English within 1 year and course

success. Unfortunately, we are also seeing a downward trend in other important momentum points such as completing 6 units and 12 units in the first term.

**\* c. What barriers or obstacles have you encountered?**

While we offer many trainings through the year with varying times and modalities, we still struggle to reach critical mass regarding proficiency in skills around Taskstream, outcomes assessment, and data interpretation. We hope to get broad engagement in trainings so that the campus community is skilled at understanding data nuances, we can establish trust in the integrity in the data, and we can begin to shift to an institutional responsibility framework. Moreover, with additional training in these areas, we can continue to draw more meaningful conclusions from the data in order to positively affect change.

## **Looking Forward**

**\* 2. Identify one major area of focus for your program (e.g. integrating new employees, increase efficiency, etc.)**

The IR department has adopted the vision: To support The Leading College Of Equity And Excellence by inspiring a culture of equity-minded action research, reflection, and inquiry. Through this vision we have developed some key strategies to support the campus:

1. Empower people to use the self-service data we provide to address their program's questions.
  - a. Dashboard of the Month
  - b. Report Warehouse
  - c. Enhanced Program Review Reports
2. Leverage external data resources such as CAL Pass and Launchboard to support inquiry.
  - a. Data, Dialogue, Discovery
3. Improve communication across campus.
  - a. Leaders in Equity and Excellence Program (LEEP)
  - b. Web site development and maintenance
  - c. Timely response to feedback

**\* 3. In what ways does this focus contribute to the College's goals of improving persistence and what shifts have you seen (or do you hope to see) in your service area data that you would attribute to this focus?**

In general, this focus will support the decision-making structures throughout the entire campus by supplying programs with meaningful and timely data. Moreover, through this focus, we hope additional members of our campus community will internalize the value of data exploration and begin to analyze and reflect on practices, policies and structures that effect student success.

**\* 4. In what ways does this focus contribute to the College's goals of reducing equity gaps and what shifts have you seen (or do you hope to see) in your equity data that you would attribute to this focus?**

This focus will allow all programs on campus to identify and track progress on equity gaps across a variety of metrics including: course success, course retention, award completion, transfer, and certificate completion. Our dashboards allow the user to disaggregate along a variety of demographic parameters. We hope that this level of disaggregation and analysis presented in dynamic and visual dashboards will encourage faculty, classified professionals, and administrators to engage in meaningful reflection regarding practices, policies, and structures that impact equity. Moreover, we hope that by increasing exposure and familiarity with data, we will see an increase in inquiry and reflection thus uncovering additional insights into the patterns of our students' outcomes.

**\* 5. What other trends or patterns do you notice in the data that warrant further exploration?**

The focus on Equity, Guided Pathways, and enrollment management have led our department to identify a list of research projects that we'd like to take on during the winter and spring of 2018. Findings of particular interest include a decline in persistence rates for first time students, declines in enrollment, and continued equity gaps for our African/American and Latinx students. We are also paying close attention to recent innovations, such as Placement Assistant, Co-requisite courses, and ADT awards, that may impact some of these areas and plan to evaluate their efficacy through comprehensive review. Additionally, with the passing of AB1018, we have identified a critical lack of data with regard to homelessness, sexual orientation, and gender identity.