Form: "IE Data Analysis - Program Review 2017/18 - Instructional Questions"

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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 program's contributions to the College's overall goal of improving student success. You identified strategies and activities your program planned to engage in to address this goal. Please describe your program's progress over the past academic year.

* a. What is the status of the project/activities/program improvements?
Our program faculty has met throughout the past year both face to face in department meetings and by email with the topic of student success always a high priority on our agenda. Our faculty have gone above and beyond in helping our students to access the numerous support systems on campus. We refer students to academic support services including counseling, DSPS services, our library staff, and the tutoring center. We have personally escorted students to psychological counseling on campus. An example of our success is the fact that we have seen a greater number of our students receiving DSPS support this past year (5%) as compared to the 3-4 % average of the previous four years. We are committed to maintaining class attendance through collaborative learning, enthusiasm in the classroom, and creating an environment where students feel safe and welcome. We have given extra credit opportunities for students to attend the numerous workshops on campus this semester promoting health, wellness, cultural identify and self-compassion, as well as services designed to assist our DACA population.

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

We have seen several improvements in our success data. Outcomes by age showed a 100% success rate in students under 18 in 2016/17 as compared to 80%, 78% and 71% for the years 2013/14, 2014/15 and 2015/16 respectively; a 1% increase in the 18-24 age group; a 1% increase in the 25-29 age group; a 3% increase in the 30-39 age group; and a drop of 2% in the 40-49 age group over the past year. First generation students saw a success rate increase from73% to 76% over the last year, while the not first generation students saw a 1% decline of success from 77% to 76%.

Our success rate by enrollment status stayed relatively consistent in all categories with the exception of our current high school population that went from a success rate of 86% to 100% in the past year. Outcomes for success by ethnicity over the past year indicated an increase of 5% (63% to 68%) for African American students; an increase of 30% (50% to 80%) for American Indian students; a decrease of 1% (86% to 85%) for Asian/Pacific Islander students; an increase of 4% (75% to 79%) for Filipino students; our Latino students held steady at 73%; and a decrease of 1% (81% to 80%) for White students.

The most eye-opening numbers came in the category of outcomes by course special designator. Our on-campus students showed a success rate of 83% in 2016/17 as compared to 80%-81% averages the previous years. Honors students continued to have a success rate of 100%. However, our online students showed a success rate of only 68% in 2016/17 with equally low numbers averaging 68% to 73% in the previous years. Retention rates of online students are also lower - anywhere from 5 to 15% lower than the other designators. What was most distressing was the fact that our students from diverse ethnic backgrounds were all significantly less successful in our online classes. In reviewing online success rates in 2016/17, our African American students had success rates of only 59% as compared to 77% in the face-to-face classes (each with exact same enrollment numbers of 90); our American Indian students had success rates of only 50% as compared to 100% in the FTF classes (enrollment difference of only 1); our Asian/Pacific Islander students had success rates of only 74% as compared to 93% in the FTF classes; our Filipino students showed a 67% success rate as compared to 90% FTF; our Latino students showed a success rate of 64% compared to 79% FTF; and our White students had a 75% success rate compared to 85% in FTF.

* c. What barriers or obstacles have you encountered?
Our barriers to students success appear to be in the form of the constant push to increase online/hybrid classes. it is abundantly clear that this has the potential to jeopardize the success of our students. Online instructors may also not be directing our students to the numerous services that are available to them. This will be discussed in future department meetings.

Looking Forward

* 2. Identify one major area of focus for your program (e.g. integrating adjunct faculty, enhancing cultural competency, collaborating with high schools, etc.)
Our major area of focus will be the continuing education of our faculty in cultural competency and awareness to hopefully bring all of our student success rates up to comparable levels. As a program, we have the same level of commitment as our college to make our program a leader in equity and excellence.

* 3. In what ways does this focus contribute to the College's goals of improving student success and what shifts have you seen (or do you hope to see) in your program data that you would attribute to this focus?
As was mentioned above, our goal is the same as that of Mesa College. Our student success data has proven that we are well on this road. Unfortunately the data for the online/hybrid classes appear to be similar across the campus. We will do our best to make changes in this area. However, it is imperative that we have dedicated classrooms to increase the number of face-to-face classes. We cannot simply eliminate the online/hybrid classes. As a CTE program, we confer more degrees and certificates than any other program on campus and as a result must continue to offer or increase the number of classes available each semester. The overall educational wants, needs, and work-place success of our students are the major driving force of our program. It is the dedication, hard work, and commitment of our experienced faculty that has contributed to the improvement in our program's success data.

* 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?

As a program, we have actually seen higher rates of student success over the past year in our ethnically diverse students as compared to our white students. As a result, we appear to be slowly closing the equity gap. Retention remains high across the board and student GPA's are not significantly different by ethnic group, all ranging from 2.9 to 3.4 in our face-to-face classes.

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

The low student success rates in the online/hybrid classes must be further explored not only by our program, but also by the entire campus.