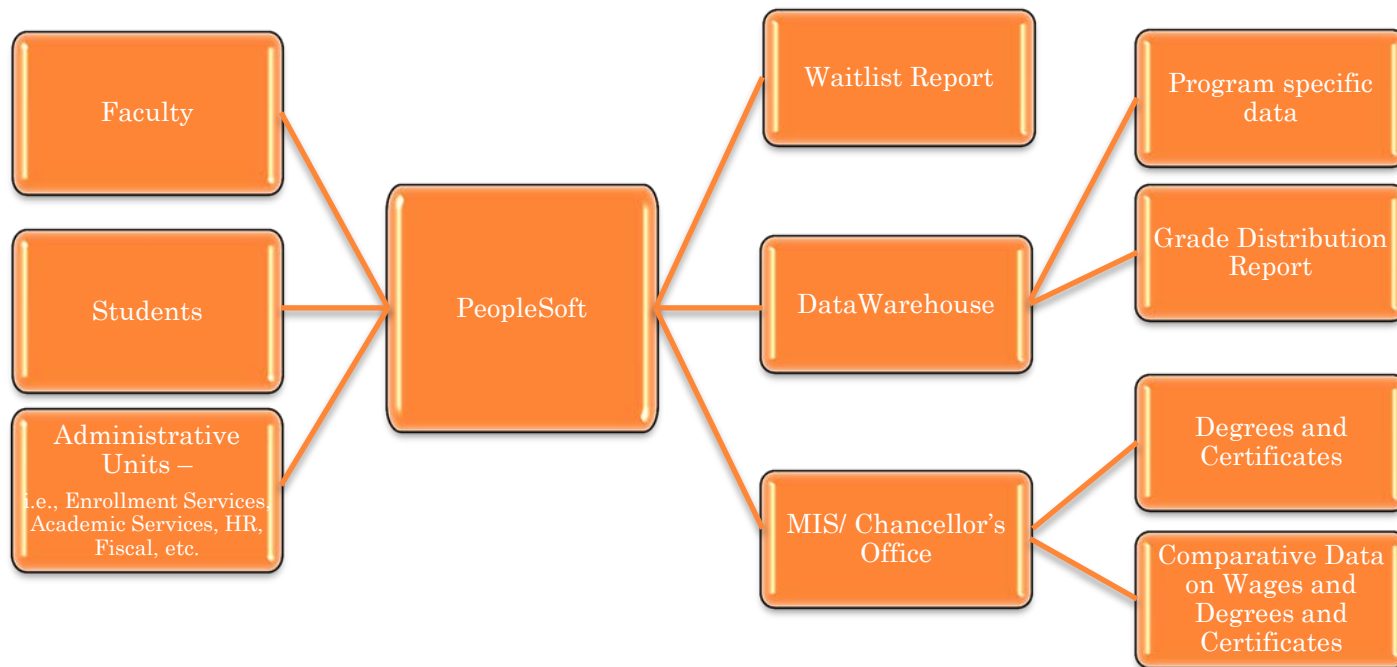




# **USING PROGRAM DATA TO INFORM PLANNING AND PROGRAM REVIEW**

**Revised October 2014**

# SOURCES OF DATA



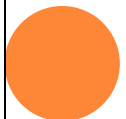
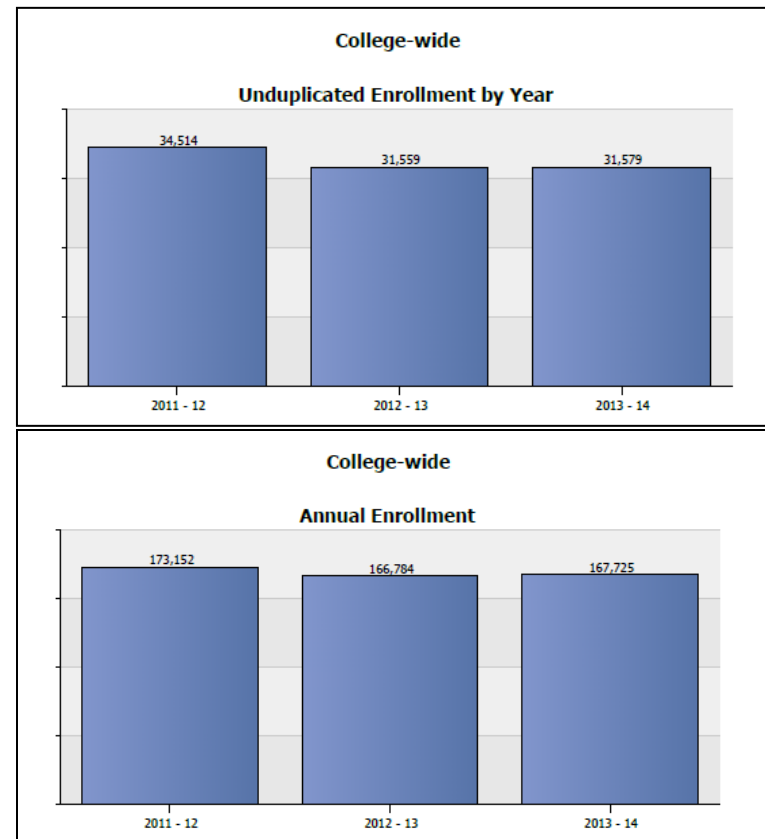
## DATA ON DPPR WEBSITE

- Program Data (by School and Subject)
  - Enrollment counts
  - # of Sections
  - Success and Retention Rates
  - Data for 2011-12, 2012-13, 2013-14
- President's Load Study
  - WSCH / FTES / FTEF
  - Program Load
- Comparative Data
  - Degrees and Certificates
  - Wage



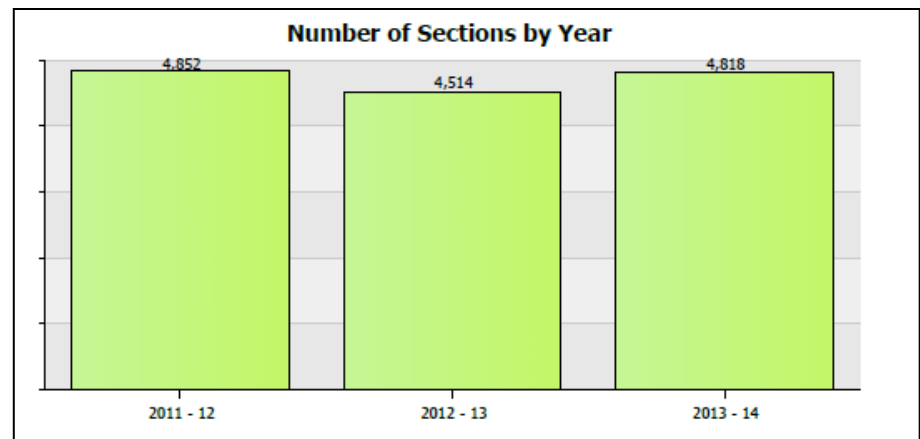
# ENROLLMENT COUNTS

- Enrollment counts – Unduplicated and Duplicated
- Only looks at “Enrolled” component of a class
- Disaggregated by
  - location
  - mode of instruction
  - time of course offering
  - course credit status
  - CTE indicator
  - course Basic Skills status
  - gender
  - ethnicity



# # OF SECTIONS OFFERED

- The number of sections that were offered for all courses in that subject.
- Only the “Enrolled” component of a class is counted in this measure.
- Disaggregated by
  - location
  - mode of instruction
  - time of course offering
  - course credit status
  - CTE indicator
  - course Basic Skills status
  - gender
  - ethnicity



# SUCCESS AND RETENTION RATES

## Success Rate =

Number of students who complete the class with a grade of A, B, C, CR or P  
*divided by*

Number of students who complete the class with any grade (including I or W)

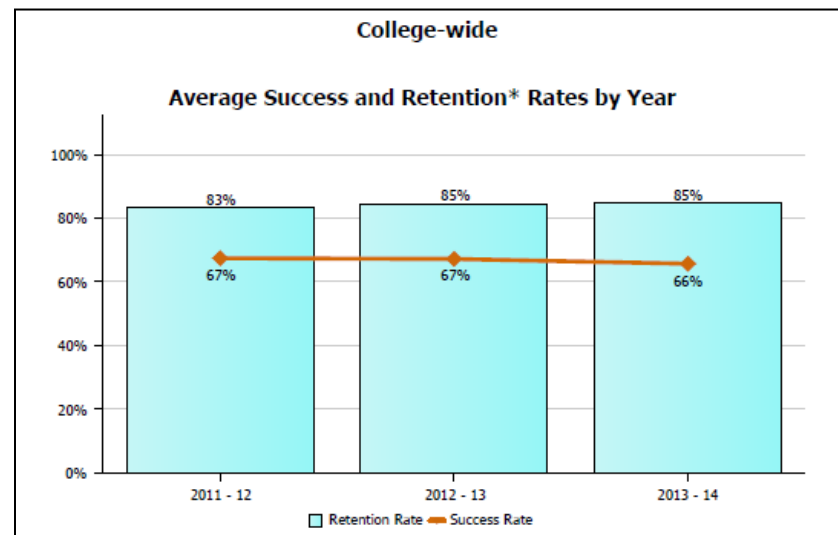
## Retention Rate =

Number of students who complete the class with any grade except W  
*divided by*

Number of students who complete the class with any grade (including I or W)

Disaggregated by

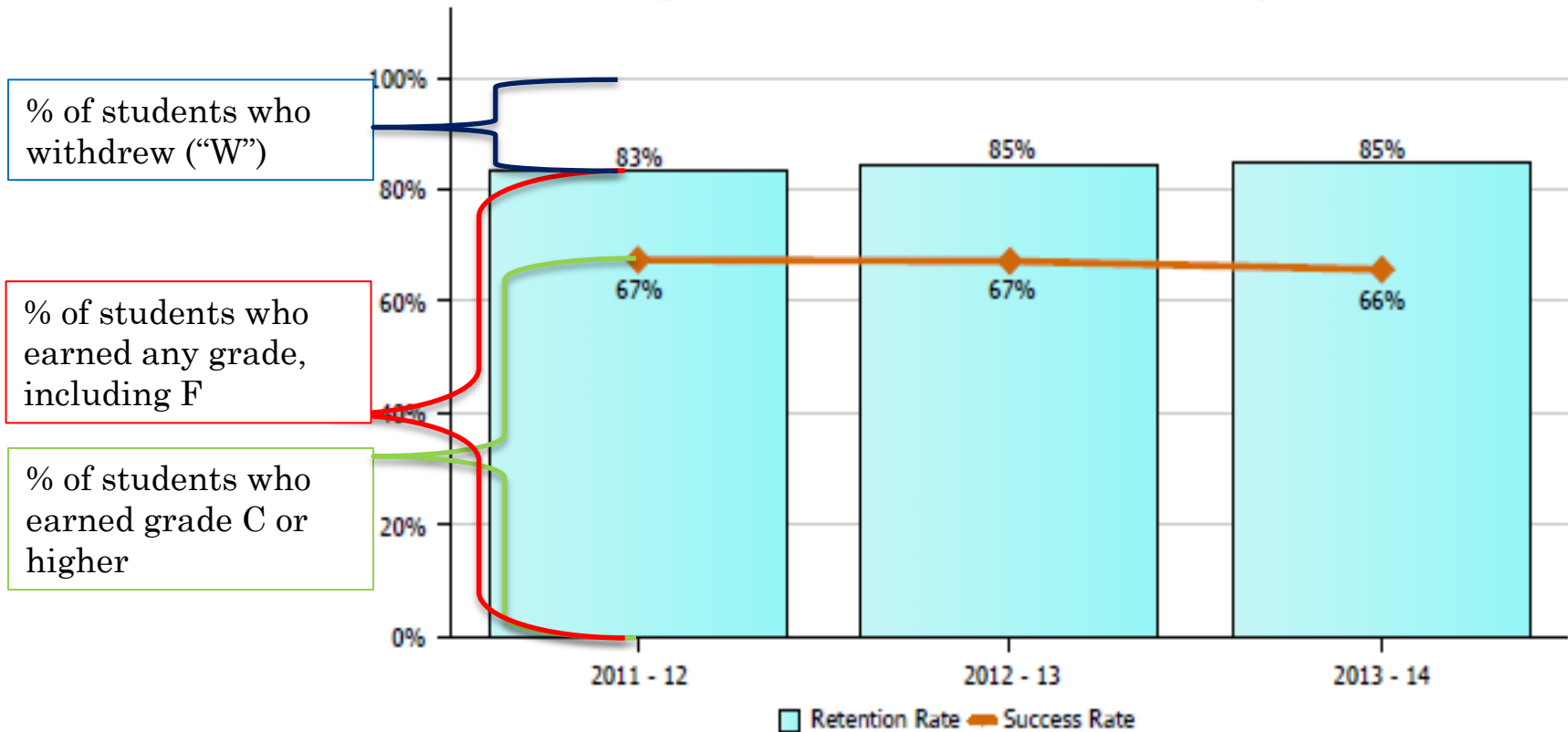
- location
- mode of instruction
- time of course offering
- course credit status
- CTE indicator
- course Basic Skills status
- gender
- ethnicity



# A CLOSER LOOK AT THE SUCCESS AND RETENTION RATES

## College-wide

### Average Success and Retention\* Rates by Year



# Disaggregated by

## ○ Location

- LAC /
- PCC
- Web
- Other

## ○ Mode of Instruction

- Lecture and/ or discussion
- Laboratory/ Studio/ Activity
- World Wide Web (fully online)
- Hybrid (at least one face-to-face meeting)
- Work Experience

## ○ Time of Course Offering

- Day (class starts before 4:30 PM)
- Extend (class starts at 4:30 PM or later)

## ○ Course Credit Status

- Credit - Degree Applicable
- Credit - Non-Degree Applicable
- Non-Credit

## ○ CTE Indicator – based on Occupational Code (SAM Code)

- CTE
- Not CTE

## ○ Course Basic Skills Status

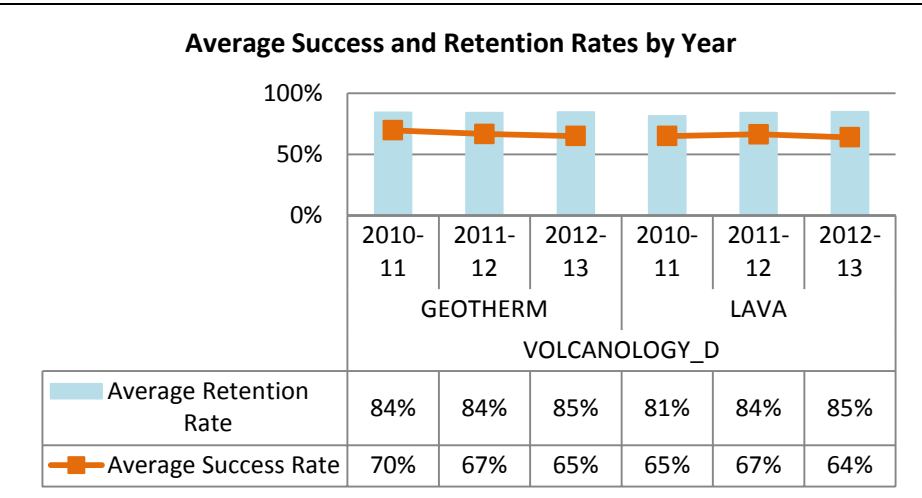
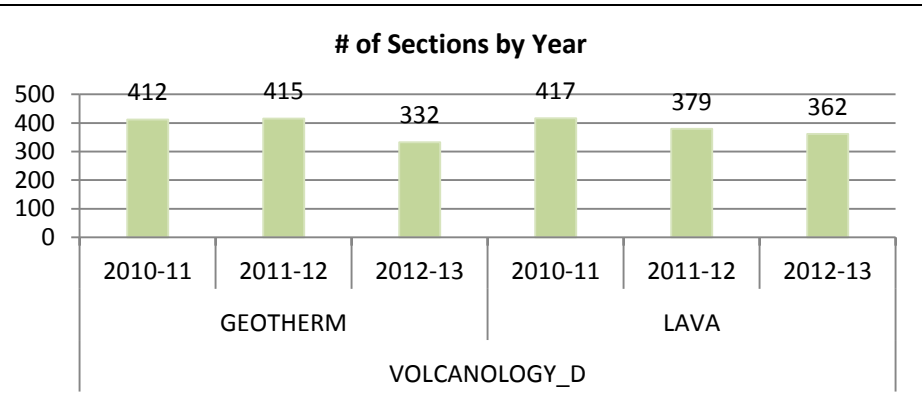
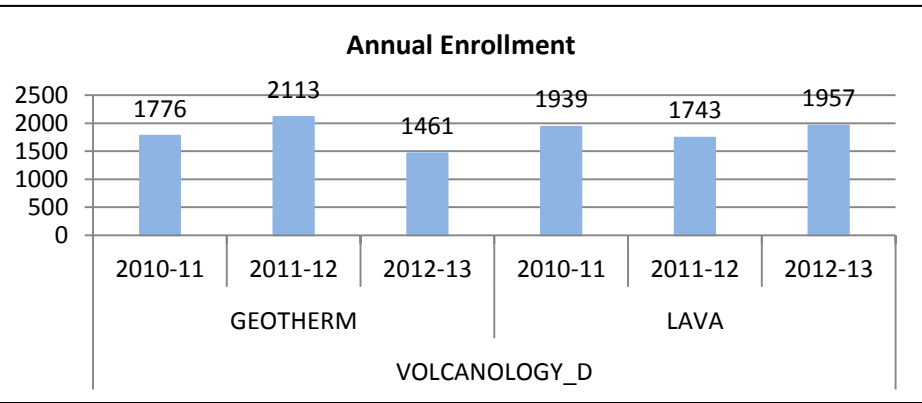
- Basic Skills/ Not Basic Skills

## ○ Student Demographics

- Gender
- Ethnicity







Compare the success and retention rates against the overall rates.

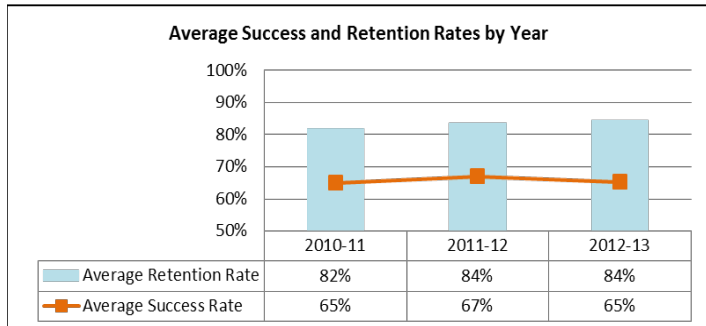
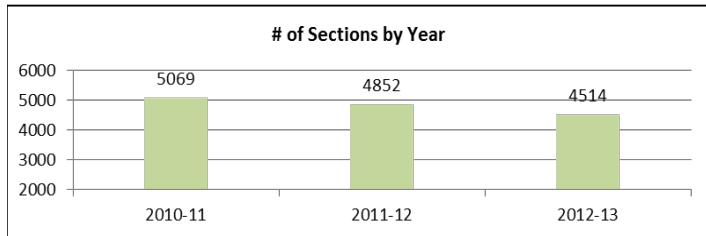
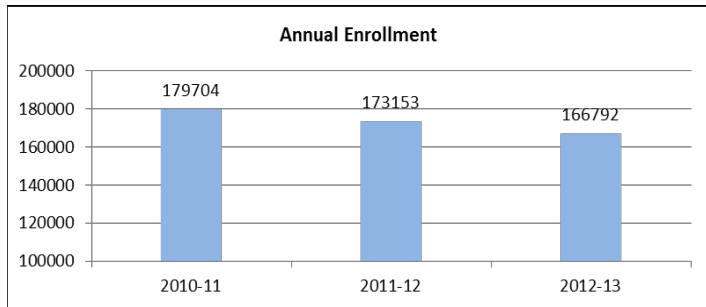
If there are big differences in certain categories, look at the # of sections offered and the enrollment. How do these affect the rates? Is one consistently higher than the others?

Look for any differences in the rates among the student demographics.

What is a comfortable range in the differences? 5%? 10%?



# USING THE DATA IN THE PLAN



Provide a short summary/analysis

Summary of Access (see Help for details):

Summary of Efficiency (see Help for details):

Summary of Effectiveness (see Help for details):

Additional Analyses (Optional):

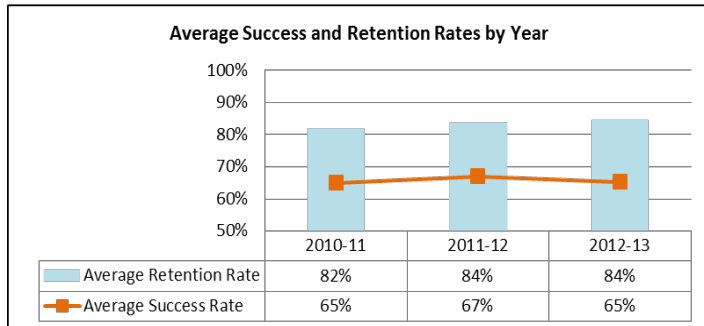
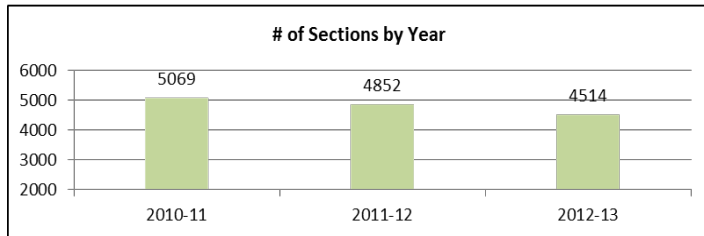
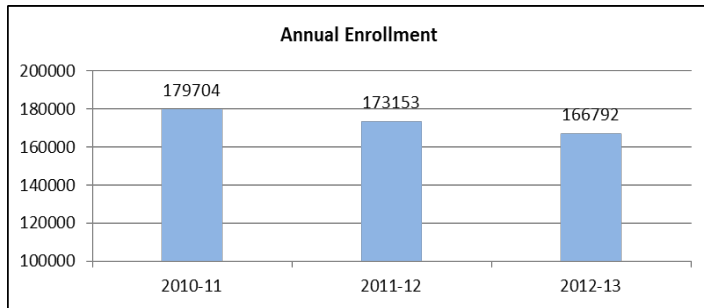
Internal Conditions (see Help for list):

External Conditions (see Help for list):

External Condition - Industry & Labor Market Trends:



# USING THE DATA IN THE PLAN



Project/ Strategy Name: \*

Project/ Strategy:

EMP GOAL supported (hold CTRL to select multiple)\*:

- COMMUNITY - A. Internal Community of Students, Faculty and Staff
- COMMUNITY - B. Partnerships with Business and Industry
- EQUITY - A. Student Success
- EQUITY - B. Equitable Student Access
- RESOURCES - A. Human Resources
- RESOURCES - B. Fiscal Resources
- RESOURCES - C. Facilities and Technology Plans
- STUDENT SUCCESS - A. Student Preparedness

Project/ Strategy Status:

Start Date (use 8/1/year - see help text):

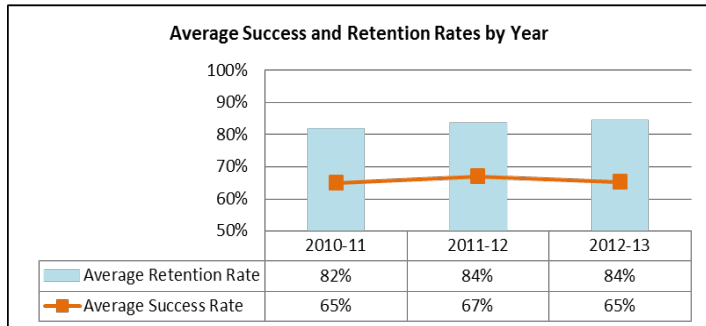
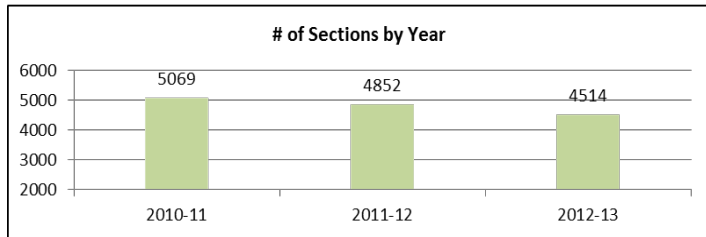
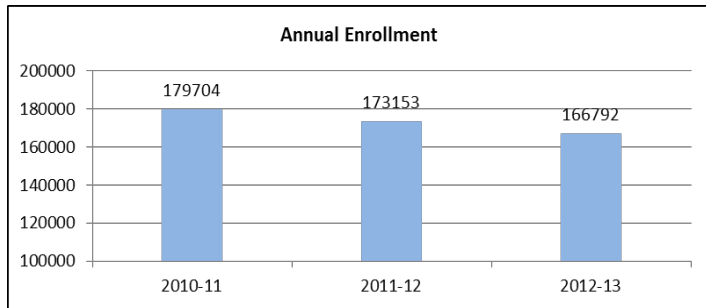
End Date (use 7/31/year - see help text):

Rationale:

Use it as the basis for your rationale



# USING THE DATA IN THE PLAN



Project/ Strategy Name:

Project/ Strategy:

Resources: \*

Itemized Description of Resources:

Resource Requested Category:

Estimated Cost:

Program TOP Code(s):

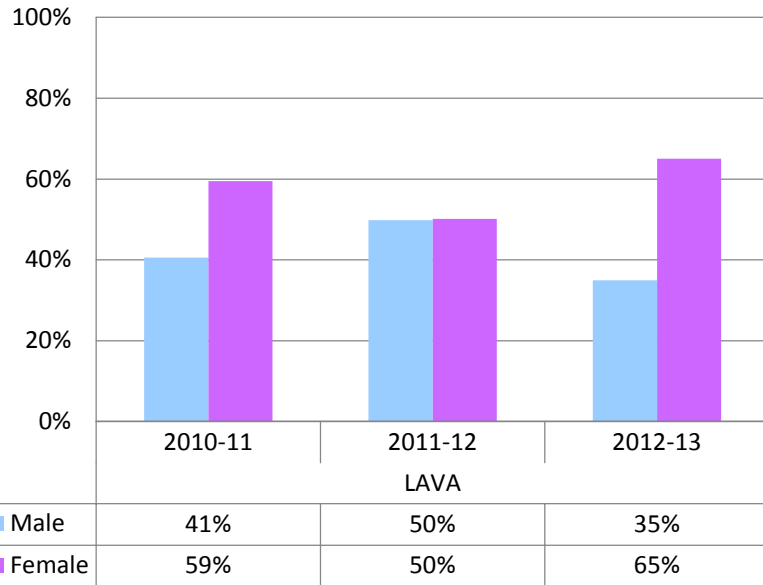
Additional Comments:

School/ VP Decision re Resource Needed: \*

It can provide information for resources requested.



**Percent Distribution of Enrollment by Year and Gender**

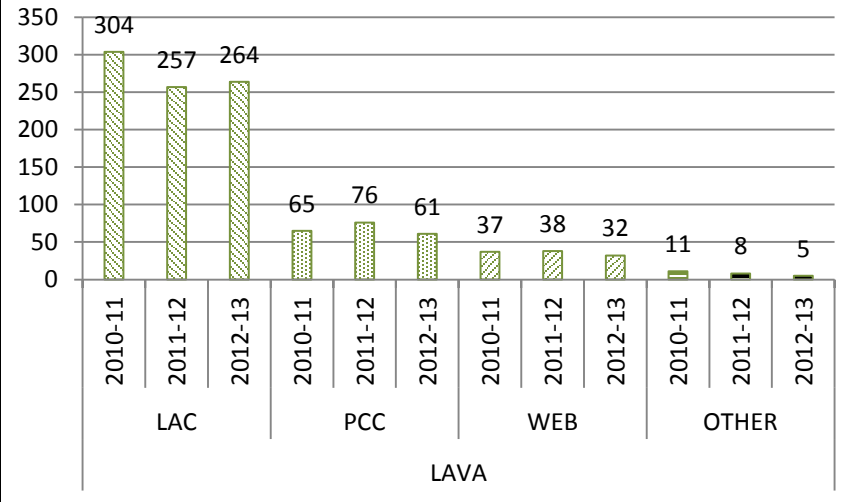


Take a look at the whole picture.

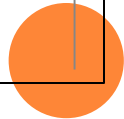
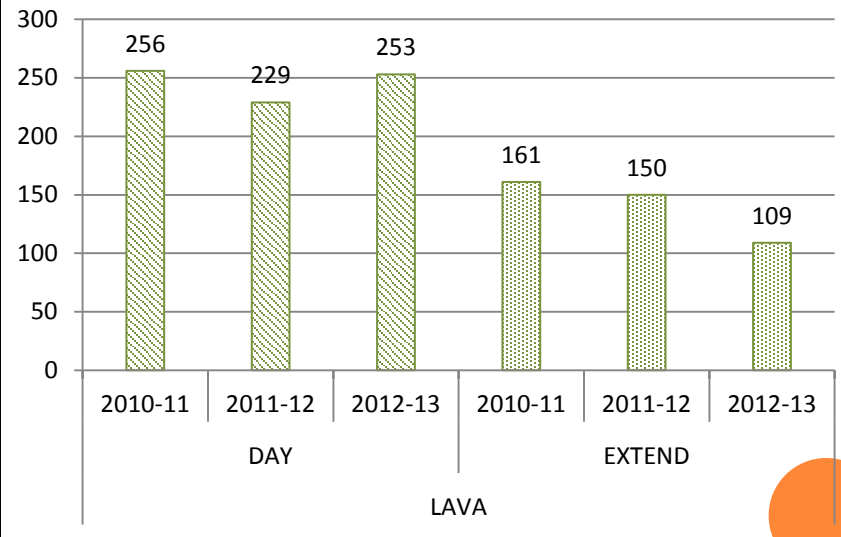
Notice trends in the three years, and if there is any relationship between them.

The overall counts and rates may not mean much, but looking at it by the different course attributes and student demographics can give you a richer understanding of the subject area.

**# of Sections by Year and Location**



**# of Sections by Year and Time of Course Offering**



# PRESIDENT'S LOAD STUDY

- Definitions for each column header are in data packet guide
- FTE?
  - FTES = Full Time Equivalent Student
  - FTEF = Full Time Equivalent Faculty



# FTEF (FULL TIME EQUIVALENT FACULTY)

- Total FTEF includes
  - Regular FTEF
  - Overload FTEF
  - Saved FTEF
  - Volunteer FTEF
  - Part-Time FTEF
- Based on faculty assignment/ workload



# FTES AND WSCH

- WSCH – Weekly Student Contact Hours
  - Based on the attendance type of the course, student contact hours are converted into FTES, or full-time equivalent students.
  - The college's apportionment funding from the State is determined based on the number of WSCH that are calculated from all courses taught.
- FTES
  - FTES equals the WSCH multiplied by 16.3 weeks per semester and divided by 525





# PROGRAM LOAD

- Program Load =  $WSCH / FTEF$ 
  - AKA faculty “load.” This value is considered as part of the faculty hiring request criteria.
  - It takes into account the number of units assigned to each class, and therefore, the number of hours of instruction provided.
  - On average, most colleges strive for a load or  $WSCH/FTEF$  of 525. This means, on average, each full-time faculty is teaching five 3-unit classes with 35 students enrolled in each class.
  - However...



## PROGRAM LOAD CONTINUED

- ... some programs may have lower program loads due to cap on class size based on variety of factors such as
  - accreditation (i.e., nursing)
  - classroom size
  - curriculum limits based on academic discipline
- Across the whole curriculum, courses with very high load values will balance out those that legitimately have lower values.
- An “efficient” class schedule across the college would have an overall average WSCH/FTEF of about 525. (LBCC has been lower than that.)



# COLLEGEWIDE LOAD AND INDEX

- Use the Collegewide Load as a benchmark to compare your program
- It would also be useful to compare the program to the appropriate Curricular Area (Basic Skills, CTE, Liberal Arts)
- Collegewide Index
  - Program Load divided by Collegewide Load
  - Indicates the percentage that the program is over or under the Collegewide Load (i.e., 108% shows the program is 8% more efficient/ productive than the college overall)



# COMPARATIVE DATA FROM CHANCELLOR'S OFFICE

- Salary Surfer
- Degrees and Certificates Awarded
  - Easier to view on the computer
  - Use arrows to filter



# ADDITIONAL REPORTS

- Degrees and Certificates for 2012-13 – coming soon
- At the section level:
  - Waitlist (run at the first day of class, Fall 2013)
  - Grade Distribution for 2010-11, 2011-12, 2012-2013
  - Available from School Dean, Department Head and Office of Institutional Effectiveness by next week



# USEFUL LINKS

- Program Data:  
<http://www.lbcc.edu/ProgramReview/ProgramData.cfm>
- Department Plans 2013-14:  
<http://www.lbcc.edu/ProgramReview/InstDptPlan13-14.cfm>
- General Information about DPPR:  
<http://www.lbcc.edu/ProgramReview/InstructionalAreas.cfm>
  - Program Review Template
  - Schedules
  - Guides
- DPPR Website:  
<http://www.lbccedu/ProgramReview/index.cfm>
  - TracDat Access
  - School Plans/ VP Plans
  - Administrative and Student Services Plans

Please call Maria Narvaez, ext. 4021 at the Office of Institutional Effectiveness if you have any questions

