From: Sewart, John J.
To: Price, Brandon; Ulate, David; Hsieh, Chialin; Nakagawa, Monique
Subject: RE: CTE survey
Date: Tuesday, March 25, 2014 9:08:29 PM
Attachments: PreviewAccounting9-20-2013.docx

Thanks for doing this.

RE: Quantitative data….I'm attaching a sample dataset we provide to all Instructional Programs at CSM. These are given to each department (e.g., Math, English, History, Art, etc.). These individual Program Review datasets could easily be combined into a single CTE Program Review dataset.

We provide 3 years' worth of data, with these cuts on the data: Academic Year (Fall + Spring); Fall terms; Spring terms; Summer terms.

These reports address most of Brandon's data points, with additional information such as detailed reports on Classroom teaching assignments (full-time, part-time, etc.) and the distribution of sections in terms of CTE, basic skills, transferable, and AA/AS degree applicable course offerings.

We don't report Fill Rates as our faculty and (most Deans) have deemed that information to be not useful and, in some cases, misleading.

Degree/Certificate data is provided in separate reports to Deans and faculty on a regular basis.

RE: Student Surveys. The first priority, of course, is to capture the self-declared economically disadvantaged population. Beyond that, there several outstanding questions about what information the CTE Deans wish to obtain and which questions they wish to have answers. (And, we have CTE programs in 2 other instructional divisions besides Kathy's.)

To date, I've only heard that 'we need feedback from students about our programs'…. If it is a 'one size fits all' survey, the questions will need to be generic and global student satisfaction-type questions. How far we drill down into programmatic details will be very limited.

It is important to note that there are a large number of CTE programs housed under a single CTE 'department'. For example, Digital Media (DGME) is a single instructional program/department. Yet, DGME has the following individual 'program offerings' where distinct Certificates and AA Degrees can be earned (below).

Obviously, we cannot tailor a generic survey to shed light on unique aspects of a such a huge number of programs. But it is something we need to keep in mind when designing a survey about a set of programs which are so incredibly disparate and diverse. It will be more along the lines of CTE campus climate survey, or something?

Digital Media

- Digital Audio (AA, CS)
- Digital Video (CS)
- Digital Video Production (AA)

- Graphic Design (AA, CA, CS)
- Graphic Production (CA, CS)
- Journalism (AA, CA)
- Lighting (CS)
- Multimedia (AA, CA, CS)
- Television & Radio Broadcasting (CS)
- Television Producing (AA)
- Video Journalism (CS)
- Web Design (AA, CA)
- Web Developer (AA, CA)
- Web Design/Web Developer (CS)

From: Price, Brandon
Sent: Tuesday, March 25, 2014 11:04 AM
To: Ulate, David; Hsieh, Chialin; Sewart, John J.; Nakagawa, Monique
Subject: CTE survey

CRGers,

At the last CRG meeting the CTE deans asked if we could provide them with the following:

- A list of data we can provide them annually (and therefore need not be collected on the CTE survey or through other methods)
- Ideas for data they should collect or exclude on their CTE survey instrument

Examples of data we can provide:

- Unduplicated headcount of students participating in CTE courses
- Unduplicated headcount by gender, age, ethnicity, day or evening, educational goal, major.
- Success and retention in all CTE courses (annually and by term) aggregated and disaggregated by ethnicity and gender
- Grade distribution in CTE courses
- Course enrollments, FTEF, FTES, WSCH, Load, Fill rates
- Degrees and certificates awarded

Please add any suggestions or thoughts you have to this list.

Examples of items we suggest they collect on the survey (we will also review their survey draft so if you don't have any thoughts right now it isn't a problem)

- G#
- Name
- Data to determine eligibility of "economically disadvantaged students"
- Student satisfaction (How satisfied are they with various elements of the program)
- Challenges and obstacles (what are the barriers to student success)
- Student needs / program improvement (How could we improve the program)

Those are just a few rough thoughts please feel free to add or delete from both lists and we can forward to deans.

Brandon

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