# **Data Dashboard**

# **Research Requests from Program Review 2013-14**

**Some of the research requests below may be answered by Data Dashboard**

## **Accounting & Business**

Request Example: ACTG is best taught sequentially. ACTG 100 (introduction) is recommended and establishes a sold foundation for all accounting courses. In March 2014 a report, requested multiple times in past academic years, has been developed to determine: how many students taking ACTG 100 proceed to ACTG 121, within a two year period. Day and evening students are different demographically and their retention and success behavior is different as well. Therefore, statistical data is integral when planning strategically for the discipline, as well as requesting faculty. Hopefully, since the report has been developed, requests to run the same report involving other accounting scenarios will determine which accounting pathway is more effective and efficient for students.

## **Anthropology**

I would like to know the retention and success rate of students in ANTH 110 and 125 that have successfully completed Engl. 100 and pre-Algebra vs. those who have not.

## **Art**

It would be very helpful to separate out data for Art Studio and Art History. Although we are a combined program, our students aren’t always the same, or have the same patterns. As we try to understand the needs of our majors, this information could be very important. This request was made last year, but we have not received the information.

## **Biological Sciences and Health Sciences**

We request success/retention data for the biology and health sciences departments disaggregated by goal orientation: non-majors, majors, nursing prerequisite students. We expect that these data will be available in the new Data Dashboard.

Without disaggregation we are unable to set targeted meaningful strategies. This is primarily true for the need to disaggregate by goal orientation. We need to know whether to target our non-majors, majors, or allied health students. One-size-fits-all solutions will not work.

## **Communication Studies**

I am interested in incorporating data on communication majors into future program reviews. For instance, how many are there? Has there been an increase or decrease in the number of majors?

I would also like to continue receiving data on the Social Sciences program as a whole (anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology). Perhaps the program-level data will provide a better comparison for the COMM department opposed to just using college-wide data.

The COMM department would like to request assistance in analyzing pre- and post-tests (e.g., a multiple-regression analysis). SPSS access is desired.

## **Computer Business Office Technology**

Our CBOT Dept. would like to see the following data for all registered students:

List their current jobs status of our students (e.g. employed, unemployed, part-time)

What new, upcoming jobs for our area are anticipated so that we can develop programs.

## **Cooperative Education**

An updated and current Program Review Department Data Packet for Coop is used every year. This serves the Program by allowing us to see the trends and patterns of the Program and to analyze the data.

## **Distance Education**

We need the research office to continue to monitor the success and retention of face-to-face vs. online classes, as this is of particular importance to ACCJC.

Enrollment in online and hybrid classes needs to be tracked, including unique headcount.

The research office needs to continue to monitor for out-of-state student enrollment in online classes.

## **Early Childhood Education**

As far as data, as mentioned in last year’s plan it would be fabulous if the Office of Planning, Research & Student Success would be able to track the number of ECE/CD students who have graduated with an AS degree with a major in ECE/CD and have transferred to other four year institutions. This information would be very helpful to have with regard to reporting to our funders how many students go on to enroll in four year institutions.

## **Economics**

Data aggregated for all social sciences

## **Engineering and CIS**

A cohort analysis of all incoming students. Success and retention rates/two-year retention rate/transfer rate correlated with initial placement, ethnicity, gender, declared major, high school, etc. This analysis would be very useful identifying new initiatives to improve student outcomes.

## **English as a Second Language**

Spring 2014: We are trying to incorporate a number of innovation practices, including combining skills and reducing exit points; learning communities with Math, CBOT, ECE, Library; use of technology; SEP completion; and e-portfolio development. We need data to assess how well these innovations are working. It has been a challenge to get appropriate data, which has prevented us from making further data-informed decisions.

## **English**

Success/retention data: English and Reading 826 and 836 success/retention rates as compared to our new accelerated integrated courses

Drop-out data: how many students do we lose each semester?

Late-add data: how many students are unable to register each semester due to oversubscribed courses?

New/old system data: how many students did we ‘capture’ fall 2013 due to the dean’s creation of ‘shadow courses’ as opposed to the old system?

All of these requests will help us to better adjust our program to accommodate student needs.

## **Health and Human Services**

HMSV data online presented in yearly format rather than by semester for ease of faculty review and assessment. Fall data for the current year available by February 1 to be used in program review due in March.

Help tracking Human Services graduates by degree/certificate earned to accumulate data regarding long-term employment, transfer to 4-year Universities, length of time to obtain employment in the Human Services field, employment locations, and pay scale (possible ways to track: attach an attribute the student for data collection, create a program entrance and exit survey to administer to students and track, create an email list that could be used to solicit information from students).

Market data for trends/statistics/demographics in the Human Services field available online and easily accessible.

This information would be used to help determine why the enrollments have been declining in this program and what we can do to reverse this.

## **Interior Design**

The combining of the data packets for ARCH and INTD into one set is essential. There are typically no more than 2 sections of the single class, ARCH 110, in the Architecture listing, and this is an integral part of the Interior Design program, with most of the students who are enrolled being Interior Design majors. It would give a truer picture of the entire department, its enrollment, statistics, and trends, and assist greatly in the preparation of this document.

Another data request is the percentage of day only and evening only students in the Interior Design/Architecture program. This does fluctuate with the changing demographics, but with the reduction of course offerings available each semester, it becomes critical to projecting enrollment and the cancellation(or not) of classes. While we have no hard numbers for the last year or so, there are always students who clammer for evening classes, yet when they are offered in that time slot, the enrollment is not what is anticipated. Three examples from Fall 2012 and Spring 2012 (source: Banner enrollment reports):

Fall 2013: INTD 175 – Space Planning and Design (a required course for AS degree and all 5 certificates) –23 students (day offer)

Fall 2012: INTD 270 – Kitchen Design – 12 students (not offered at night in about 5 or more years)

Spring 2012: INTD 271 – Bath Design – 14 students (not offered early evening or at night in at least 2 years)

INTD 250 – Professional Practices – 15 students (to our knowledge, this was the first time this course was offered in the evening, at least since the early 1980s)

## **Kinesiology, Athletics and Dance**

The department would like to request data on the:

Enrollments by academic year instead of semester.

Number of students graduating from the Kinesiology Degree, Dance Degree, Fitness Professional Degree and Certificate.

Number of students transferring to CSU and UC with the Kinesiology transfer degree.

## **Math**

We need assistance in monitoring the effects of the changes in MATH 811 and the tracking of students who have completed the accelerated algebra sequence. This data will be used to measure the impact of our various intiatives and will be taken into consideration when taking further action.

## **Spanish**

Count concurrent sections as one section in the Data Packets. It is not meaningful to draw any conclusions on data that considers concurrent sections separartely. For example, a concurrently scheduled SPAN 131 + SPAN 132 + SPAN 140 with 8, 6 and 7 students respectively in each class currently would give a section average of 7 students but there are actually 21 students being taught by one professor.

This request has been noted in this section of prior Program Review and Plans, but the Data Packets have not changed. At Monica’s request, Brandon recently prepared some data for use in this Program Review and Plan. However, we have no consistent historical data which can be useful for analysis. And we need useful data to be available in a timely manner.