

## **Program Review 2012-2013 Research Requests**

### **BIOL**

We request success/retention data for the biology and health sciences departments disaggregated by:

- race/ethnicity
- gender
- type of student (day vs. evening, full-time vs. part-time or number of units)
- educational background
- goal orientation (especially non-majors vs. majors vs. nursing prerequisite students)

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. More detailed information about the success and retention of our hispanic students will help us to identify appropriate strategies to raise their participation and success in our programs.

### **CHEM**

Develop a method to identify Chemistry majors to collect relevant information on Program SLOs/signature assignments to make improvements to our Program as needed.

### **EARTH SCIENCE**

We would like to be able to identify student who are interested in pursuing a major in Earth Science or Environmental Science and/or students who are interested in career fields related to these majors.

### **ENGR**

We would like to get some data on student course-taking patterns across the District (and neighboring colleges). What percentage of students are taking courses in more than one College: Who are these students? What are the reasons for taking courses at different institutions? Success and retention of these students compared to those taking courses only at Cañada.

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.

### **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 initiatives and will be taken into consideration when taking further action.

### **BUS/ACTG**

Load: This data result is being questioned (emails have been sent to the Department of Research for the last 3 years). If load is based on the number of students seen during a week and most classes are 3 units, then 4 unit classes are outliers and shouldn't be compared with the others. For example: a semester load for a professor is 15 units, 5 classes of 3 units each, while accounting professors may have 16 units in a semester and 4 classes. If we have 30 students in classes, an accounting professor has face to face time with 120 students (4 classes \* 30) while another professor would have fact to face time with 150 students (5 classes \* 30). When compared, the accounting professor is less effective due to load and the comparison to other 3 unit courses – the accounting program appears lacking.

The accounting professor would appreciate time to discuss calculations with the Department of Research to fully understand these results. In addition, a comparison with other accounting departments has been requested. A straight comparison with the sister colleges hasn't worked because the other accounting course includes lab hours in the calculation. A request by Cañada Administration was made to eliminate lab hours due to audit infractions. Student Performance Profile packet data for Accounting is incorrect, the data doesn't match the metrics listed. The metrics should be: average units attempted this academic year, average units earned this academic year, average academic year GPA and average cumulative

GPA. Instead the list includes: Percentage of A grades awarded, percentage of A or B grades awarded, percentage of withdrawals and retained pass rate.

### **CBOT**

Our department would like to see the following for all registered students:

- list current employment status (i.e. full-time, part-time, un-employed)
- how many jobs, and industry growth
- hours employed per week and
- preferred time (day or evening) for educational offerings

The data will impact on the number of courses offered and the time/day courses should be offered.

### **ECE**

As far as data, 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 either SF State or NHU. This information would be very helpful to have with regard to reporting to our funders how many students go on to enroll in 4 year institutions.

### **ECON**

Would like to see evidence that the work done on SLO's/ PLOs et al... has translated into

- Higher level of subject matter mastery
- Higher rates of completion of courses
- Higher rates of transfer
- Higher rates of retention
- Or not...

Would like to see an experiment where some courses were exempted from the SLO work while others were not and then evaluate the relative benefits of those courses employing the SLO's--as an attempt to quantify their value. As it stands now, there's only someone's hypothesis. Data is scant.

### **FASH**

The Fashion Program would like the names and contact information of students planning to receive their certificates and degrees in fashion. This would allow the fashion office to work more closely with meeting their needs and advising them on course offerings. This would prompt us to help students understand the value of keeping their Student Education Plan (SEP) updated with a counselor. Many students enroll in a class and do not think about the future, and the possibility of completing a certificate/degree. They do not understand how to make their way around campus to find a counselor. We could then work more closely with counseling to benefit the students.

### **WORKFORCE DEVELOPMENT**

Periodically, the workforce team needs customized data reports from the Office of Planning, Research & Student Success (OPRSS) to help develop grant applications in various academic disciplines. Majority of such data reports fall under student demography and academic success areas. Since each grant application is unique in nature, its difficult to predict type of data reports needed from the OPRSS however, the following three types of data reports may provide a representative samples of such requests.

- (1) Student population breakdown by age, ethnicity, income levels, sex, commute distance, and reason for enrollment.
- (2) Retention and completion rate by demography
- (3) Student enrollment statistics for on-line, off-line, and hybrid courses.

### **INTD & ARCH**

The trends are different for each of these subject areas, and are unpredictable, rising and falling with the economy, as both of these fields are somewhat economy driven. Being two separate data sets makes it difficult to analyze. It would be helpful if these two areas were combined into a single report – there is only

one architecture class (2 sections usually), and it is an important required prerequisite and foundation course for many of the interior design classes. This request has been made for several years now, so until they are combined, drawing useful conclusions is a challenge.

- The combining of the data packets for ARCH and INTD into one set is essential. This request has been made for the past 2 years. 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. Need to consider cross-listing specific courses, such as ARCH 110 and the Sustainable Design specific courses (currently INTD 400, 401 and 403), so they are listed with both prefixes, attract more students, and are easier to find.
- Another data request that has been made, which occasionally has been available in the past, is the percentage of students that desire classes in the day only (or preferred) and the evening only (or preferred) in the Interior Design/Architecture program. This does fluctuate with the ever-changing demographics, but with the reduction of course offerings available each semester, it is critical to the scheduling of classes, projecting healthy enrollments, and therefore minimize or eliminate the cancellation of classes, and having students move through the program in a timely and efficient fashion. While we have no hard numbers for the last year or so, there are always students who clamor for evening classes, yet when they are offered in that time slot, the enrollment is not what is anticipated. Some recent examples (source: Banner enrollment reports):

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)
Fall 2011:	INTD 175 – Residential Design (a required course for AS degree and all 5 certificates) – 18 students

### **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.

### **ENGL**

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 will 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.

### **ESL**

Spring 2013: 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.

## **HIST**

- Breakdown of student success and retention rates by ethnicity. This will serve the students by giving us the tools we need to assess how well we are serving them so that we can identify and work to resolve any equity issues.
- Possible assistance to develop a survey to evaluate the causes of gender disparity. The goal would be to understand why fewer women than men enroll in history and develop remedies if feasible.
- Other possible requests: support for analyzing the 2012 Success and Retention Survey; support for ongoing analysis of the effectiveness of the Basic Skills Learning Community; information about students majoring / graduating in History, in order to better evaluate PLOs; Support for the ongoing conversations about standards and prerequisites.

## **MUS**

No urgent requests, but it would be interesting to see FTES numbers for MUS 100 and the more popular music course to see if they are holding steady, declining or increasing, to validate the interpretation made in 6.A.

## **PLSC**

Combined Social Science Data that will help inform the entire sub-division in order to make holistic decisions regarding scheduling, programming, success, retention and Program Learning Outcomes

## **SPAN**

Count concurrent sections as one section in the Data Packets. It is not meaningful to draw any conclusions on data that considers concurrent sections separately. 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.

## **Distance Ed**

- 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.

## **University Center**

The University Center requests the following data each semester:

- Associate's degree completion numbers for each college degree program
- Number of students in each major, based on declaration of major
- Contact information for students who have completed 15 units towards an associate's degree
- Contact information for students with the following declared majors: psychology, business, accounting, early childhood education, and human services.

These data will help link students to A2B services and will support the development of new University Center degree programs. In addition, it is requested that the Office of Planning, Research, and Student Success respond in a timely way to data requests that support evaluation efforts associated with the University Center and A2B.

## **Honors Transfer**

The CCHTP would like to work with the Office of Planning, Research & Student Success and the Office of Records to identify an optimal Banner ID for current and completing CCHTP students so that we could track student demographics, enrollment trends, success etc.