Using a Program Review Data Dashboard to Examine Student Success

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Identify key program metrics that contribute to student success at the academic program level.

Discuss how a program data dashboard enhances the program review process and facilitates ongoing discussions.

Consider strategies for analyzing student success at the academic program level across different institutions.
Serving 11,000 credit students annually in Certificate, Associate and Applied Bachelor Degree pathway programs.

Another 3,000 in LCCC’s innovative University Partnership Program delivering over 100 bachelor’s and master’s degrees cost savings of about $50,000 for a bachelor’s degree.

Another 10,000 through workforce and customized training.
Ensuring Equity for ALL and in ALL that we do

LCCC students mirror county demographics (Fall 2020)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>%</th>
<th>Lorain County Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Race/Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>10.5%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td>12.0%</td>
<td>7.9%</td>
</tr>
<tr>
<td>White</td>
<td>70.0%</td>
<td>78.2%</td>
</tr>
<tr>
<td>By Pell eligibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell eligible</td>
<td>47.2%</td>
<td></td>
</tr>
<tr>
<td>Not Pell eligible</td>
<td>52.8%</td>
<td></td>
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<tr>
<td>By Non-traditional status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-traditional</td>
<td>52.0%</td>
<td></td>
</tr>
<tr>
<td>Direct from HS</td>
<td>48.0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tbody>
</table>

LCCC serves socioeconomically diverse communities in Lorain County

<table>
<thead>
<tr>
<th>Community</th>
<th>Persons in Poverty %</th>
<th>Median Household Income</th>
<th>Bachelor's Degree or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avon Lake</td>
<td>3.8%</td>
<td>$80,884</td>
<td>51.5%</td>
</tr>
<tr>
<td>Avon</td>
<td>3.8%</td>
<td>$90,846</td>
<td>47.2%</td>
</tr>
<tr>
<td>Lorain</td>
<td>26.2%</td>
<td>$35,753</td>
<td>11.7%</td>
</tr>
<tr>
<td>Elyria</td>
<td>22.2%</td>
<td>$40,967</td>
<td>15.4%</td>
</tr>
</tbody>
</table>

Non-traditional students more likely to attend part-time
LCCC Data Dashboards

A battery of additional tools are available for ‘self service’

Allows faculty and staff to monitor impacts of changes

Levels of analysis vary but all provide access points to data to inform decision making

Institutional, program, course level data
Our Quality Initiative Project with the HLC Assessment Academy

- Course Assessment Process (CAP)
- Co-curricular Assessment
- Program/Cluster Review

LCCC Connect

Data Interactive Visual Actionable

Review Year 3
Action Plan Year 2
Action Plan Year 1
What Matters Most (WMM) Metrics

Institutional-level metrics
Align with national student success metrics
Includes lead and lag indicators (27)
Program Momentum in the First Year

Loss-Momentum Framework

- **Connection**: Interest to application
- **Entry**: Enrollment to completion of gatekeeper courses
- **Progress**: Entry into course of study to 75% completed
- **Completion**: Complete course of study to credential with LMV

Use data to identify barriers, identify potential strategies, prioritize strategies.
Program and Cluster Review at LCCC

Alignment with and contribution to LCCC’s mission and vision
Review program relevancy: job market needs; transfer
Assess, monitor, and improve student learning outcomes
Determine effectiveness of programs relative to student progression, achievement, and success (career entry, transfer)
Inform continuous quality improvement
Document and monitor improvement strategies and accomplishments
Assist administrative decision-making on whether to continue, modify, or phase out a program
Data Workbook Aligns with Dashboards

- Program Information
- Resources
- Pathways, Partnerships, and Pipelines
- Assessment of Student Learning Outcomes
- Student Enrollment and Progression
- Teaching and Learning
- Program Completion
- Industry Certifications and Licensure
- Graduate Tracking
- Labor Market Assessment
- Overall Summary (includes Action Plan)
Start with the Dashboard

https://campusnet.lorainccc.edu/departments/irpe/Pages/ProgramReviewDashboard.aspx
Part B: SOAR Analysis

This section is intended as a high-level reflection based on the results, discoveries and affirmations worked through in the prior sections. The SOAR framework (Strengths, Opportunities, Aspirations, and anticipated Results) replaces the traditional SWOT approach. SOAR is based in Appreciative Inquiry. In completing this portion, the program coordinator will prepare for the final SOAR / Open session.

In addition to the sections aforementioned the Team may want to consider the following questions and topics in the SOAR response:

- Activities or events related to High School Dual Enrollment programs
- Program measures implemented that were funded and/or improved efficiency of the program, such as, equipment, laboratory time, or computer simulations
- Grants awarded or proposals or practices underway to address student equity gaps
- What growth is forecasted for the program?
- What are constraints to program expansion?
- Program connection to the larger external community (this could include community classroom speakers, field trips, conference presentations, off-campus engagement as board or committee members, publication in journal articles, poster sessions, etc.)
- Progress made on improving student learning outcomes
- Efforts to ensure equitable learning outcome achievement
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<tbody>
<tr>
<td>1. Participate in the Course Assessment Plan (CAP).</td>
<td>Not participating</td>
<td>80% of faculty participate in Fall 2020</td>
<td>Participation rate</td>
<td>Program/Cluster/ Course coordinator will participate in CAP training Spring/Summer 2021 Coordinator will contact faculty and encourage them to participate in training sessions Spring/Summer 2021 Coordinator will assist faculty members to: Choose course outcomes to assess Assess at least one outcome in Fall 2021</td>
<td>Spring 2021-ongoing</td>
<td>N (Not Started)</td>
</tr>
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**PROGRAM/CLUSTER LEVEL CHANGES**

<table>
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<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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**COMPLETED**

Completed in years 2 and 3 of a 3-year cycle
Three-Year Review Cycle

YEAR 1 – REVIEW YEAR

Open dialogue for discussion across campus
Answer questions from the audience and Provost about your program

Provost may request modifications or additional information

Finalize action plan
Budget
Planning
Operations

YEAR 2 & 3 – ACTION PLAN IMPLEMENTATION

Work with faculty and staff across campus on action plan items

Continue to examine data to track progress
Thank you for joining our session today and for leading the change!
Contact Us @

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Program Review Dashboard - Nursing

Demographics of Student Majors

By Sex/Gender

- Male: 57.7%
- Female: 42.3%

By Race/Ethnicity

- White: 74.7%
- Hispanic/Latino: 9.9%
- Black or African American: 3.2%
- Asian: 0.7%
- Unknown race/ethnicity: 0.6%

By Academic Background

- Transfer: 15.4%
- Non-Traditional: 10.5%
- Direct from HS: 64.2%
- Non-transfer: 10.0%

Program/Cluster Courses

- ALHN 112: 71.0%
- NURS 101: 0.7%
- NURS 116: 0.9%
- NURS 136: 0.9%
- NURS 128: 0.4%
- NURS 121: 100.0%
- NURS 103: 100.0%
- NURS 129: 100.0%
- NURS 123: 100.0%
- NURS 124: 100.0%
- NURS 119: 100.0%
- NURS 122: 100.0%
- NURS 118: 100.0%
- NURS 117: 100.0%

Support Courses

- BGS 121: 49.3%
- BGS 122: 71.5%
- BGS 231: 71.5%
- PSCH 251: 79.6%

Course Success Rates

- 2019-20: 89.7%
- 2020-21: 90.5%
- 2021-22: 90.5%

Grade Distribution

A: 40.7%
B: 32.4%
C: 0.7%
D: 0.4%
F: 0.3%
W: 0.3%