

Leveraging Data to Inform Student Services Program Planning

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Program Review Steering Committee
October 8, 2021

Introductions

Please share:

- Your name
- Your service area
- One thing you would like to learn from this workshop

What we hope you learn from today's workshop:

How to...

- Access and interpret student access data disaggregated by race/ethnicity and gender
- Assess options for gathering student feedback
- Leverage data to inform goal progress or goal development
- Identify relevant action steps based on student data

College Mission and Vision

- Vision: Equity, Excellence, and Social Justice through Education
- Mission: Cuyamaca College advances equity and social justice through student-centered and innovative approaches to education. We strive to create unique and meaningful learning experiences that build upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve by providing programs that lead to certificates, degrees, transfer, career opportunities, and ultimately social and economic mobility.

How would you describe
your service area as it
currently stands in
relation to our vision and
mission?



What kinds of things
would be helpful to know
in order to plan for the
future of your service
area?



Where does program review come in?

Questions Designed to Prompt Reflection:

- Discuss relevant data used to inform service area plans or evaluate progress over the past year and implications for practice
- Lessons learned from transition to remote operations over the past year
- Plans for the year in improving equitable student access and outcomes

Data Resource Examples

- Surveys of students
- Surveys of faculty
- Outcome/comparison reports
- Student access reports
- Internal service utilization data

Things to Consider:

- What are your SLOs and/or SAOs?
- What data are you already collecting?
- What would tell you whether your service area is addressing its goals as well as the College's vision and mission?



How can you leverage these data in planning for improvement?

Do students have equitable access to our services?

Are students more likely to succeed (or persist) if they receive our services?

Are students learning from (or satisfied with) the services we provide?

How do students find out about our services?

Do faculty know what kinds of services we provide? What do faculty see as needs for their students?

Examining Equity in Access

	Special Program Students				All Other Students			
	Fall 2019		Spring 2020		Fall 2019		Spring 2020	
	#	%	#	%	#	%	#	%
Total Students	316	3.6	328	3.8	8,491	96.4	8,327	96.2
Gender	316	100.0	328	100.0	8,491	100.0	8,327	100.0
Female	238	75.3	248	75.6	4,630	54.5	4,647	55.8
Male	74	23.4	77	23.5	3,771	44.4	3,604	43.3
Not Reported	4	1.3	3	0.9	90	1.1	76	0.9
Ethnicity	316	100.0	328	100.0	8,491	100.0	8,327	100.0
Asian	12	3.8	11	3.4	504	5.9	513	6.2
Black non-Hispanic	10	3.2	8	2.4	463	5.5	460	5.5
Hispanic/Latino	28	8.9	26	7.9	3,084	36.3	2,852	34.3
White non-Hispanic	243	76.9	260	79.3	3,748	44.1	3,828	46.0
Two or More	19	6.0	20	6.1	597	7.0	591	7.1
Not Reported/Other	4	1.3	3	0.9	95	1.1	83	1.0

How can you leverage these data in planning for improvement? Examples from program review

Student Affairs Annual Update (Spring 2021)

- Overview of the data the department collects for each of its major functional areas
- Highlights on the access, success, or other relevant data, with disaggregation
- Plans for continuing reflection and improvements to address equity in access and success (or in this case, student conduct as well)

How can you leverage these data in planning for improvement? Examples from program review

Pathway Academy Annual Update

- Overview of data collected (comparison reports, focus groups)
- Summary of results and implications for the program
- Plans for continuing inquiry and improvement

Questions?

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