

# Using a Program Review Data Dashboard to Examine Student Success



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## Session Learning Outcomes

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.

Achieving the Dream™

Leah Meyer Austin  
Student Success  
Award Winner 2020



# Lorain County Community College

2018

FIRST IN  
THE NATION  
FOR STUDENT  
SUCCESS



10,000  
DEGREES  
OF IMPACT

72.2%

SPRING 2022

7,221

By 2025,  
10,000 Individuals  
will Earn an  
LCCC Degree



Serving **11,000** credit students annually in Certificate, Associate and Applied Bachelor Degree pathway programs

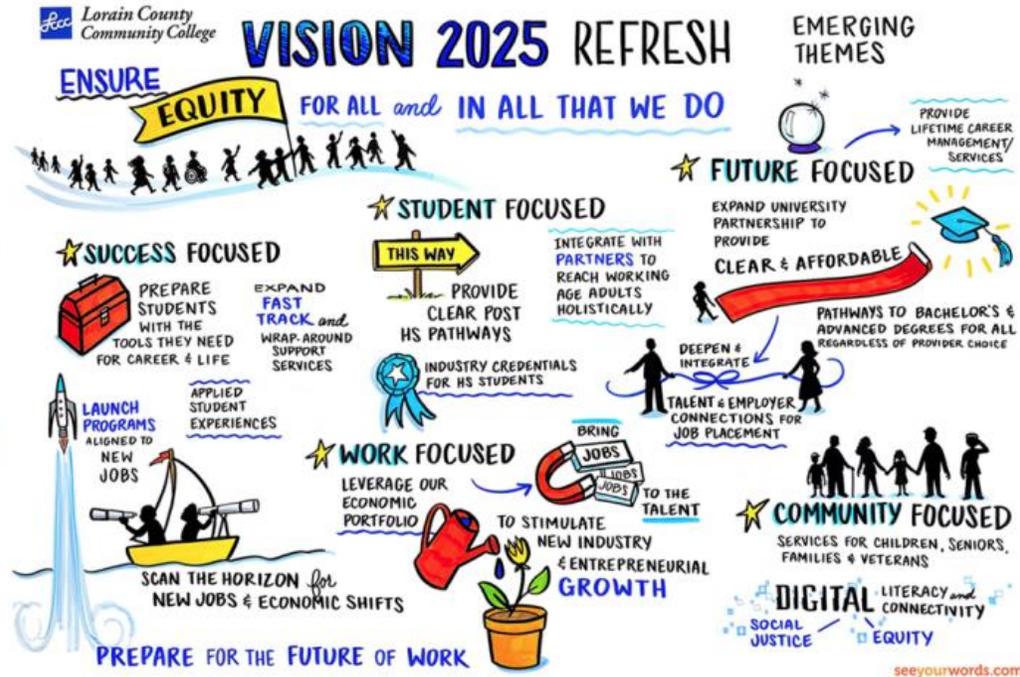
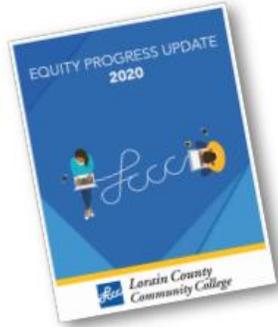
Another **3,000** in LCCC's innovative University Partnership Program delivering over **100** bachelor's and master's degrees cost savings of about **\$50,000** for a bachelor's degree

Another **10,000** through workforce and customized training



career by design

# Ensuring Equity for ALL and in ALL that we do



## LCCC students mirror county demographics (Fall 2020)

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

*Non-traditional students more likely to attend part-time*

## LCCC serves socioeconomically diverse communities in Lorain County

Community	Persons in Poverty %	Median Household Income	Bachelor's Degree or Higher
Avon Lake	3.8%	\$80,884	51.5%
Avon	3.8%	\$90,846	47.2%
Lorain	26.2%	\$35,753	11.7%
Elyria	22.2%	\$40,967	15.4%

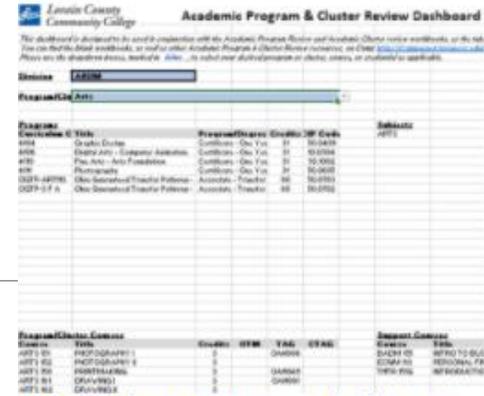
# LCCC Data Dashboards

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

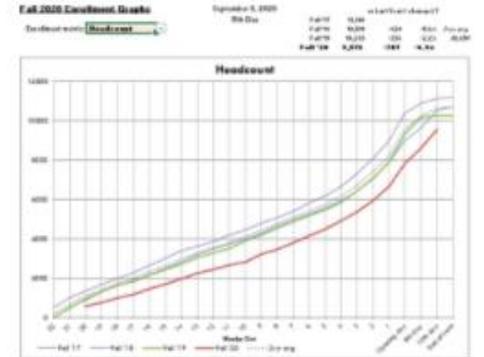
Institutional, program, course level data



## Academic Program and Cluster Review

This dashboard is aligned to the Academic Program and Cluster Review process and shows data for each of the sections of the workbook for LCCC's programs and clusters, including course and major enrollments, General Education outcomes, degree and certificate completions, aggregated course and teaching evaluation data, and graduate tracking response data.

Last updated 2020-11-12



## Interactive Enrollment Report

The enrollment report contains several interactive sections designed to support actions to drive enrollment and enrollment-related decision-making from the perspective of Strategic Enrollment Management. Reports are accessible to EPC membership and college leadership per Policy II-255, but EPC meeting materials, which typically include data and analysis from the Enrollment Reports, are available to the campus community.



## Course Success Rates

This dashboard is designed to explore course success rates (C or better) in greater detail than what is available in the What Matters Most Metrics and Academic Program and Cluster Review dashboards. Accompanying questions to consider should be helpful in interpreting and applying the data.

Last updated 2020-12-01

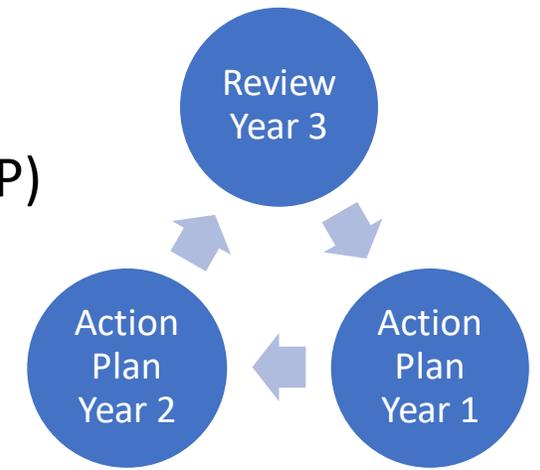


## Course Assessment

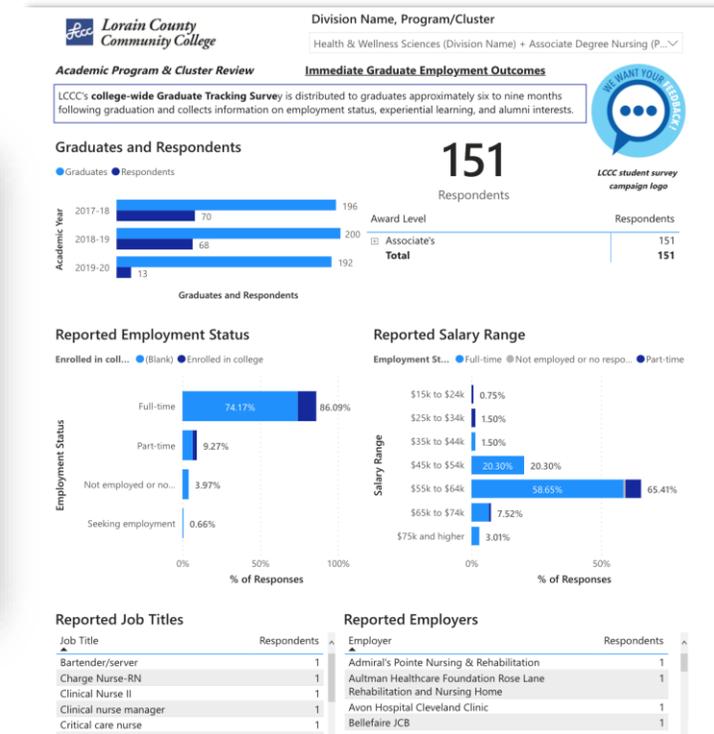
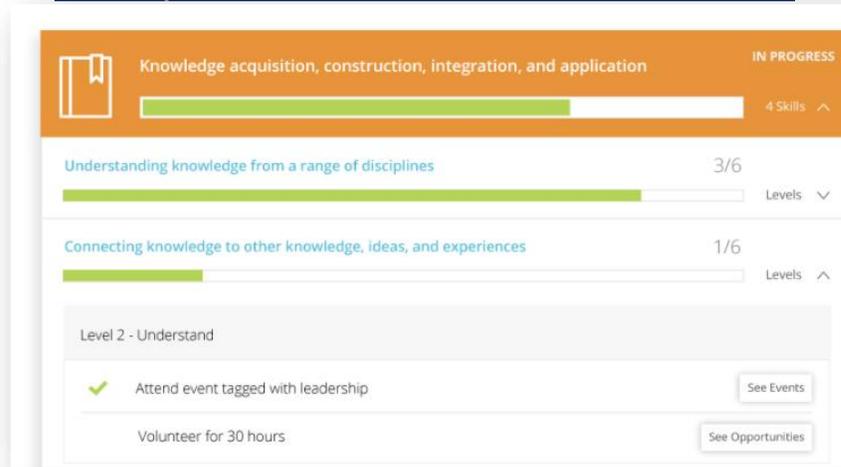
A dashboard is being developed to support the Course Assessment Plan (CAP) pilot in partnership with the Student Learning Assessment Council, Accreditation and Assessment of Student Learning, and eLearning. This dashboard will allow exploration of course and general education outcomes assessment data. For more information, please contact Tracey Meilander at tmeilander@lorainccc.edu.

# 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**

# What Matters Most (WMM) Metrics



Institutional-level metrics  
Align with national student success metrics  
Includes lead and lag indicators (27)

**Lorain County Community College** What Matters Most Metrics

Framework Step: **Progress**  
Metric: **15+ college-level credits completed in first year**  
Percentage of cohort that completed 15 or more college-level credits by the end of the first year.

Transfer-in: **Exclude** Current or Former Dual Enrollment: **Include**  
Attempted fewer than 12 credits in first year: **Include**

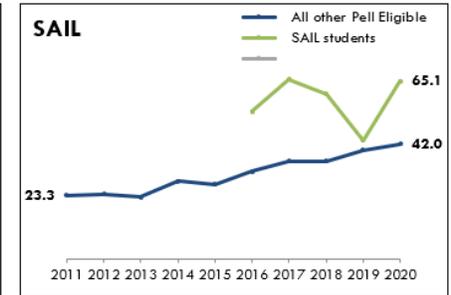
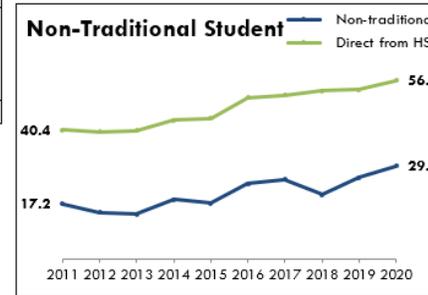
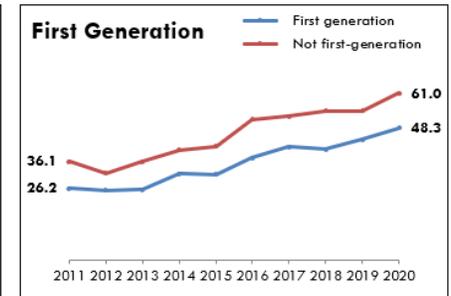
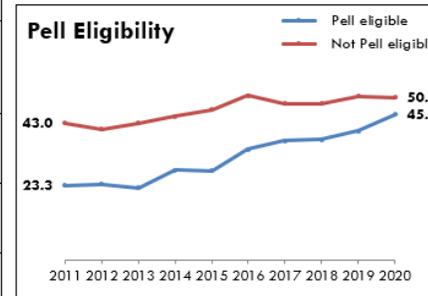
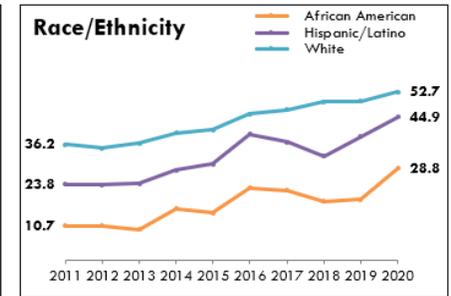
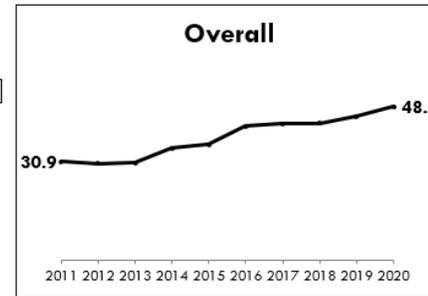
Data Year: 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020  
Cohort: Fall '10 Fall '11 Fall '12 Fall '13 Fall '14 Fall '15 Fall '16 Fall '17 Fall '18 Fall '19

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
<b>Overall</b>	30.9	30.2	30.5	35.1	36.1	41.9	42.7	43.0	45.1	48.2
<b>Race/Ethnicity</b>										
African American	10.7	10.8	9.6	16.1	14.7	22.7	21.9	18.4	18.9	28.8
Hispanic/Latino	23.8	23.6	24.0	28.2	30.1	39.5	37.0	32.6	38.7	44.9
White	36.2	35.0	36.5	39.8	40.8	45.9	47.1	49.8	49.8	52.7
<b>Pell Eligibility</b>										
Pell eligible	23.3	23.7	22.6	28.3	28.0	34.6	37.4	37.8	40.5	45.6
Not Pell eligible	43.0	41.0	43.0	45.1	47.2	51.5	49.2	49.1	51.3	50.9
<b>First Generation</b>										
First generation	26.2	25.4	25.8	31.5	31.3	37.4	41.3	40.6	44.1	48.3
Not first-generation	36.1	31.8	36.0	40.2	41.7	51.3	52.6	54.5	54.6	61.0
<b>Non-Traditional Student</b>										
Direct from HS	40.4	39.9	40.2	43.5	44.2	50.6	51.3	52.8	53.2	56.0
Non-traditional	17.2	14.5	14.0	18.6	17.5	23.6	25.0	20.0	25.4	29.1
<b>SAIL</b>										
SAIL students						53.8	65.9	60.3	43.4	65.1
All other Pell Eligible	23.3	23.8	22.7	28.4	27.3	31.9	35.7	35.9	39.9	42.0
Cohort students included:	2,250	2,100	2,104	1,933	1,765	1,602	1,583	1,525	1,478	1,436

Loss-Momentum Framework

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

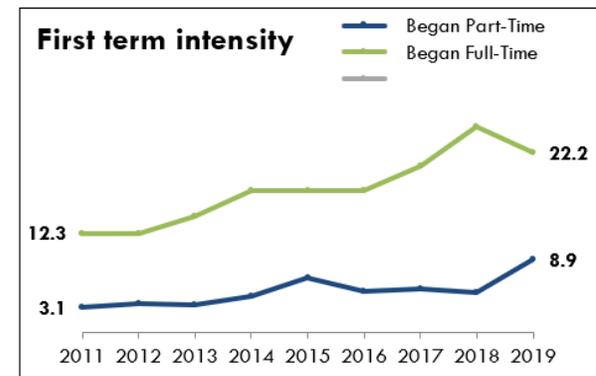
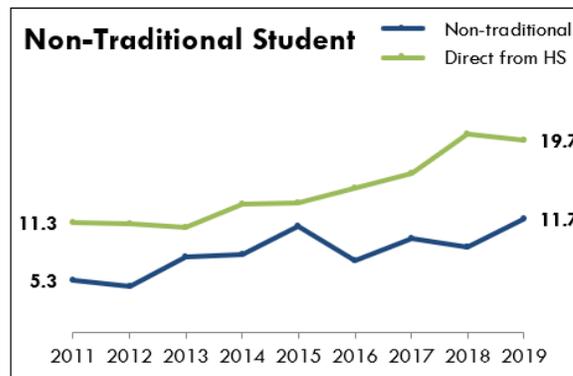
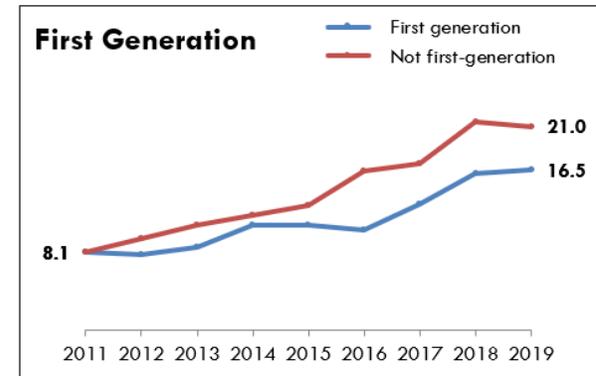
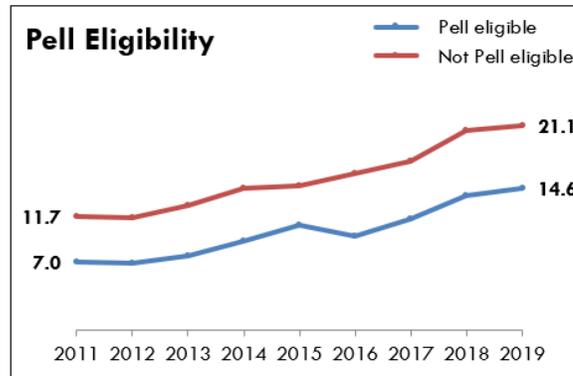
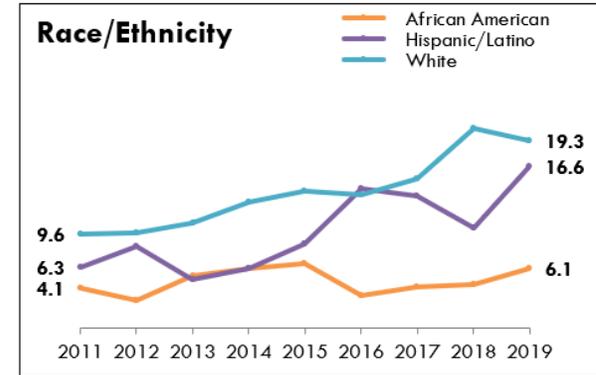
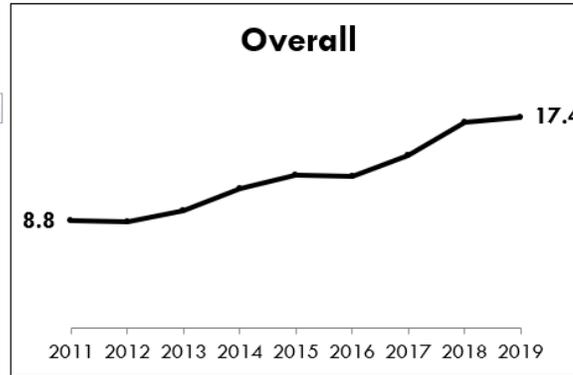
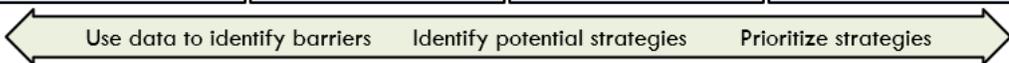
Use data to identify barriers | Identify potential strategies | Prioritize strategies



# Program Momentum in the First Year



Loss-Momentum Framework



# Program and Cluster Review at LCCC

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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

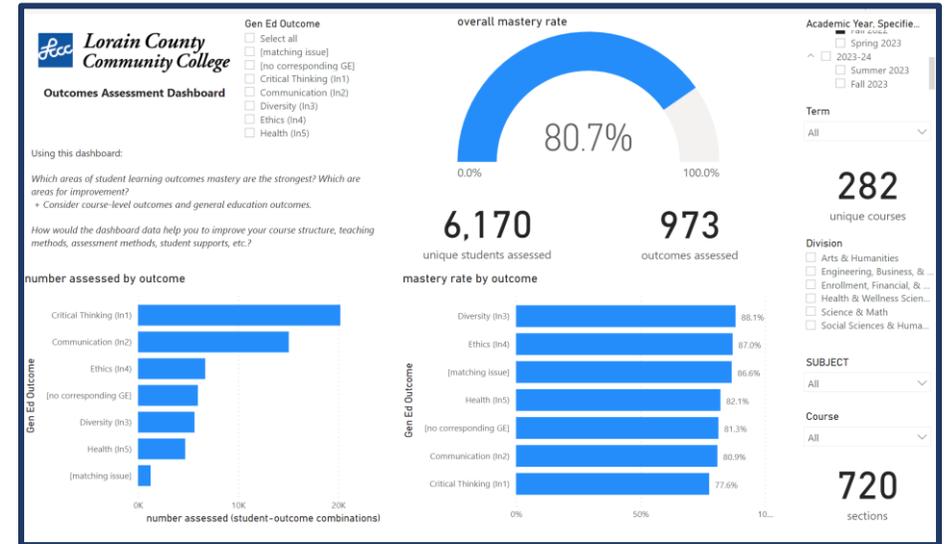
Document and monitor improvement strategies and accomplishments

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

**Power BI Academic Program/Cluster Review Dashboard**

Division, Program/Cluster: Health and Wellness Sciences (Division) + Medical Coding (Program/Cluster)

**Academic Program & Cluster Review**

Program/Cluster	Status	Status	Last Completion	Link	Next Review	Subject Codes
Medical Coding		new program			2022-23	Subject

**Credentials**

Program Title	Credential	Curriculum Code	CIP Code
Medical Coding	Certificate of Completion	C204	51.0713

**Classification of Instructional Programs (CIP) Codes**

CIP Code	CIP Title	Used in Programs	Used in Courses	Used by Peers
51.0706	Health Information/Medical Records Administration/Administrator			✓
51.0707	Health Information/Medical Records Technology/Technician			✓
51.0713	Medical Insurance Coding Specialist/Coder	✓	✓	✓
51.0714	Medical Insurance Specialist/Medical Biller			✓
51.0799	Health and Medical Administrative Services, Other			✓

**Program/Cluster Courses**

Course	Title
ALHN 130	MEDICAL CODING PHYS OFFICE

**Support Courses**

Course	Title
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<https://campusnet.lorainccc.edu/departments/irpe/Pages/ProgramReviewDashboard.aspx>

# SOAR Analysis

## **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

Strengths  
Opportunities  
Aspirations  
anticipated Results

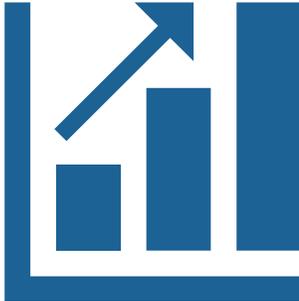
OPEN SESSION TO COLLEGE



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# Action Plan Chart

<b>(Insert your PROGRAM/CLUSTER Name) ACTION PLAN - Submitted 2021</b>									
Recommendations 2021	Current Performance	Target	Measures	Action Plan for addressing recommendations	Estimated Timeline	Current status of recommendation			
						N (Not Started)	U (Underway)	C (Completed)	
						Year 1	Year 2	Year 3	
<i>PROGRAM/CLUSTER LEVEL CHANGES</i>									
1. Participate in the Course Assessment Plan (CAP).	Not participating	80% of faculty participate in Fall 2020	Participation rate	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	Spring 2021-ongoing				
2.									
3.									
<i>COURSE TITLE and COURSE NUMBER (example: Personal Health HLED 151)</i>									
1.									
2.									
3.									
<i>COURSE TITLE and COURSE NUMBER (example: Personal Health HLED 151)</i>									
1.									
2.									
3.									
<i>COURSE TITLE and COURSE NUMBER (example: Personal Health HLED 151)</i>									
1.									
2.									
3.									



Completed in years 2 and 3 of a 3-year cycle

# Three-Year Review Cycle

## YEAR 1 – REVIEW YEAR

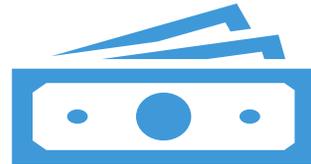


**Open dialogue for discussion across campus**

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

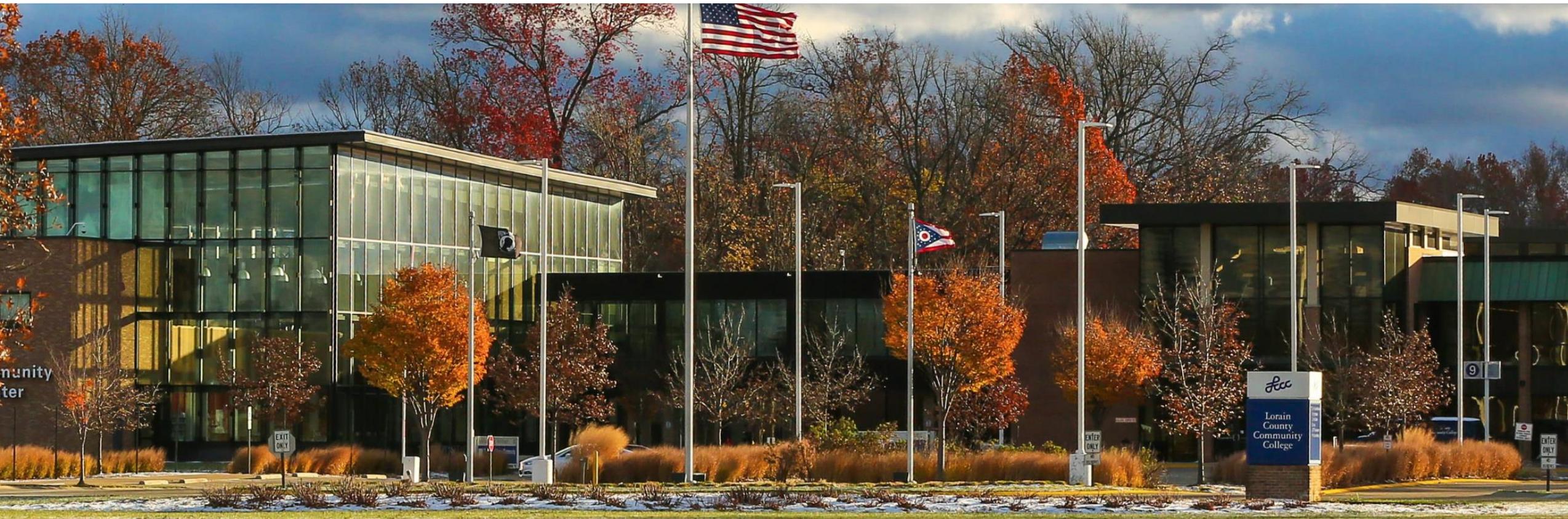


**Work with faculty and staff across campus on action plan items**



**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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**Tracey Meilander**, Dean, Accreditation &  
Assessment of Student Learning

[tmeilander@lorainccc.edu](mailto:tmeilander@lorainccc.edu)

# Program Review Dashboard - MEMS

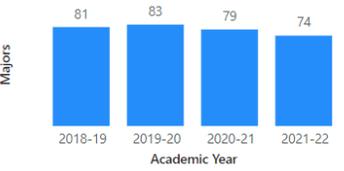


Division, Program/Cluster

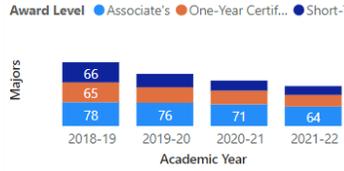
Engineering, Business, and Information Technologies (Division) + Mechatro... ▾

**Academic Program & Cluster Review** Majors

### Majors by Academic Year



### Majors by Level



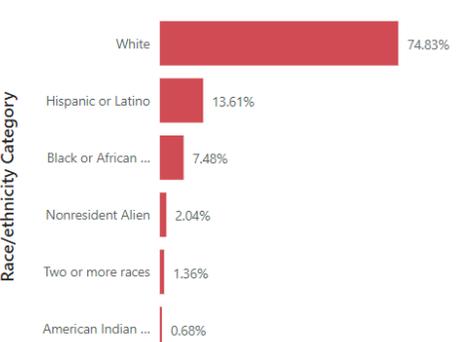
Award Level	2018-19	2019-20	2020-21	2021-22	Total
<b>Associate's</b>	<b>78</b>	<b>76</b>	<b>71</b>	<b>64</b>	<b>142</b>
Mechatronics Technology - Micro-Electromechanical Systems (MEMS) (AAS 6520)	78	76	71	64	142
<b>One-Year Certificate</b>	<b>65</b>	<b>51</b>	<b>45</b>	<b>38</b>	<b>89</b>
Mechatronics Technology: Micro-Electromechanical Systems (1YT 6510)	65	51	45	38	89
<b>Short-Term/Fast-Track Certificate</b>	<b>66</b>	<b>44</b>	<b>33</b>	<b>29</b>	<b>88</b>
Mechatronics Technology - Micro-Electromechanical Systems (STC 6500)	66	44	33	29	88
<b>Total</b>	<b>81</b>	<b>83</b>	<b>79</b>	<b>74</b>	<b>147</b>

### Demographics of Student Majors

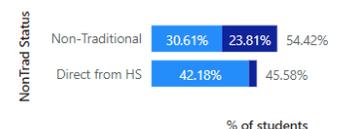
#### By Sex/Gender



#### By Race/Ethnicity



#### By Academic Background





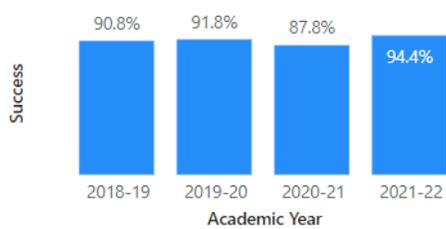
Division, Program/Cluster

Engineering, Business, and Information Technologies (Division) + Mechatro... ▾

**Academic Program & Cluster Review** Course Success Rates

As course success is critical to transfer and workforce outcomes, LCCC uses a **C or better** threshold for its course success rates. **Withdrawals** are included in the denominator. Student **drops**, including for **non-attendance**, are not counted.

### Course Success by Years



### Grade Distribution



### Program/Cluster Courses

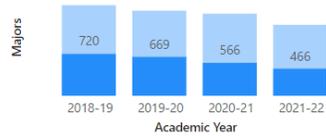
Course	2018-19	2019-20	2020-21	2021-22
MEMS 122	92.6%	88.9%	84.6%	93.8%
MEMS 132	96.0%	82.6%	78.6%	100.0%
MEMS 211	85.0%	100.0%	92.3%	100.0%
MEMS 221	89.5%	94.7%	90.0%	90.0%
MEMS 287	88.2%	92.3%	92.3%	90.0%
MEMS 288	91.7%	100.0%	92.9%	95.2%
MEMS 289				
MEMS 299				
<b>Total</b>	<b>90.8%</b>	<b>91.8%</b>	<b>87.8%</b>	<b>94.4%</b>



Academic Program & Cluster Review

Majors

Majors by Academic Year



Majors by Level

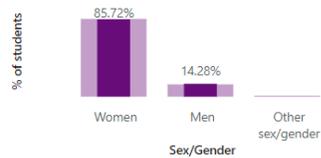
Award Level Associate's (Blank)



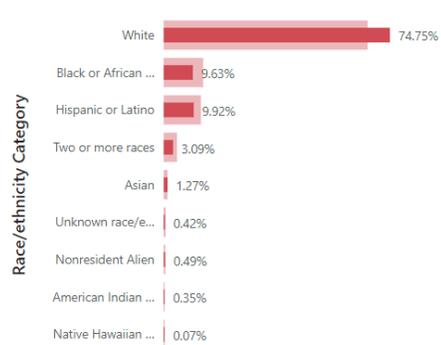
Award Level	2018-19	2019-20	2020-21	2021-22	Total
<b>Associate's</b>	<b>720</b>	<b>669</b>	<b>566</b>	<b>466</b>	<b>1,422</b>
Associate Degree Nursing (AAS 2400)	720	669	566	466	1,422
<b>INTENT - Associate Degree Nursing (PNUR)</b>	<b>922</b>	<b>1,028</b>	<b>1,149</b>	<b>1,058</b>	<b>2,233</b>
INTENT - Associate Degree Nursing (PNUR)	922	1,028	1,149	1,058	2,233
<b>Total</b>	<b>1,558</b>	<b>1,463</b>	<b>1,412</b>	<b>1,221</b>	<b>3,043</b>

Demographics of Student Majors

By Sex/Gender

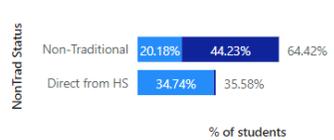


By Race/Ethnicity



By Academic Background

Transfer Status: Not a transfer student (blue), Transfer-in student (dark blue)



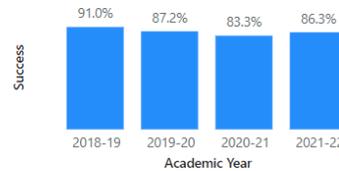
# Program Review Dashboard - Nursing

Academic Program & Cluster Review

Course Success Rates

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Course Success by Years



Grade Distribution



Program/Cluster Courses

Course	2018-19	2019-20	2020-21	2021-22
ALHN 112	71.0%	80.7%	74.9%	74.8%
NURS 100 I	82.3%	60.0%		
NURS 101	97.7%	94.7%	84.4%	76.9%
NURS 116	95.9%	90.9%	88.1%	93.2%
NURS 118 I	97.6%	98.7%		
NURS 119		100.0%	93.9%	96.5%
NURS 120			60.5%	72.7%
NURS 121 I	86.2%	80.4%	78.6%	
NURS 122	75.3%	75.5%	66.5%	76.9%
NURS 123	97.2%	98.0%	81.6%	83.9%
NURS 124	88.6%	85.6%	83.2%	86.7%
NURS 126 I	100.0%			
NURS 130		87.5%	91.7%	90.9%
NURS 132		78.6%	100.0%	80.0%
<b>Total</b>	<b>91.0%</b>	<b>87.2%</b>	<b>83.3%</b>	<b>86.3%</b>

Support Courses

Course	2018-19	2019-20	2020-21	2021-22
BIOG 121	49.3%	48.2%	51.6%	42.6%
BIOG 122	72.5%	72.3%	59.9%	64.8%
BIOG 251	71.5%	83.0%	73.7%	77.0%
PSYH 251	79.6%	84.5%	82.6%	83.2%

