

Program Review Data Report Codebook 2018-2019
College of the Siskiyous
Prepared by the Office of Research
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Introduction to the Program Review Data Report

Welcome to the College of the Siskiyous Program Review Data Report for the 2018-2019 review cycle. Before launching into specifics of the report, I would like to provide what I'll call an honest disclaimer. I look forward to having some boilerplate introduction in subsequent updates to the codebook, but this one requires special attention.

As you all know, this report is now arriving a couple months overdue. I apologize for the inconvenience this has caused, and I thank you all for your understanding as unexpected developments caused many transitions in both the Instruction and Research Offices. In part because we are now running behind schedule, I have decided to release the data report (and its documentation) as-is. This is not how I envision its final form. There are inefficiencies on the back-end, and some missing data on the front-end. The former I have dealt with behind-the-scenes; the latter I have attempted to make as transparent as possible in this document. By the next review cycle, these omissions will be adjusted and the data report should be complete.

To make up for the deficiencies in the data report, I have attempted to preserve as much independent disaggregation ability as possible. The data I pulled from Banner is included for each different report, heavily cleaned up but still mostly in a form that looks like something out of a data dump. This allowed me to present the actual descriptive statistics in the form of pivot tables. **Please note**, if you are *not* comfortable with manipulating pivot tables, the included tables are already configured to all of the requests in the Data Report that were feasible for this cycle. But if you *are* comfortable with pivot tables or don't mind poking around, I **strongly suggest** making a copy of your data report and fiddling with the tables. You can do all kinds of analyses that for issues of time or scope could not be justified for inclusion in the full report.

To conclude, as the person charged with overseeing this process as well as providing the data report, my goal is to ensure we start this new program review cycle as well as we can. To that end, for this review cycle I am providing the data necessary for *full program review* to **all programs**. Please note that there are no data requirements in completing the annual update, so this information may be used by those programs in whichever fashion they choose. Future cycles will follow the schedule provided in the program review manual. Moreover, from now all the way to December 15th, I am forcing into my schedule a couple of hours a week to provide feedback on how to interpret the data in the report (or even new data on a highly limited case-by-case basis) should that be of interest. Priority will always go to the programs undergoing comprehensive review, but I want to extend that invitation to all programs in this introductory year. I'm hopeful this will be an excellent start to our process!

Best,

Dr. Nathan Rexford
Interim Director of Research and Evaluation

Brief Overview of Tabs

1. *Pivot_Retention*: Provides course retention rates **by semester, by course-number**.
2. *Pivot_Success*: Provides course success rates **by semester, by course-number**
3. *Student-CRN-Data (Full)*: **DO NOT TOUCH**. Data used to make pivot tables. Each observation represents **one student in one CRN in one semester**.
4. *Pivot_High_School*: Provides high school frequencies **by unduplicated student headcount**.
5. *Pivot_Race*: Provides race frequencies **by unduplicated student headcount**
6. *Pivot_Gender*: Provides gender frequencies **by unduplicated student headcount**.
7. *Student-ONLY-Data*: **DO NOT TOUCH**. Data used to make pivot tables. Each observation represents **one student in one subject in the program review timeframe**.
8. *Pivot_Enrollment*: Provides census and final student enrollments **by semester, by course-number**.
9. *Pivot_Assignment_Type*: Provides count of CRN's attached to each assignment type **by semester, by course-number**.
10. *Pivot_Modality*: Provides count of CRN's attached to each type of modality **by semester, by course-number**.
11. *CRN-ONLY-Data*: **DO NOT TOUCH**. Data used to make pivot tables. Each observation represents **one CRN in one semester**.
12. *Pivot_Credit_Status*: Provides a count of times a given course was offered as a given credit status **by course-number**.
13. *Course-ONLY-Data*: **DO NOT TOUCH**. Data used to make pivot tables. Each observation represents **one course in one semester**.
14. *FTES*: Provides generated FTES **by semester**.
15. *Awards*: **PLEASE READ NOTES**. Provides program-specific awards **by award, by academic year**.

General Notes on the Program Review Data Report

- This report covers activity in all terms from Fall 2014 to Spring 2018 with the exception of the *Awards* tab, which includes awards provided in Summer 2014.
- **VERY IMPORTANT! For this program review cycle, no information was collected for students who dropped before census.**
 - As such, all student-related pivot tables should be viewed through the lens of what the class looked like after census.
 - This decision is consistent with the data we report to the Chancellor's Office that publicly appears in the Scorecard and the Datamart. We will need to be very cautious in appropriate gathering and filtering of before-census data should we decide to pursue this option in future cycles.
- As fully functioning pivot tables, the tabs in the report all support drill-down to the individual observations in the data. While this is entirely optional, it may prove helpful in identifying odd patterns, especially at the CRN-specific and course-specific analyses.
- While the data pulled from Banner was cleaned up to make it more accessible (e.g. names instead of codes when possible), there was no comprehensive substantive review of the data. Should you identify potential irregularities, please consult with me, and I will either be able to provide an explanation or forward the concern to the Office of Instruction.
- Term Codes are six digits and follow a consistent naming convention: First four digits are the year; second two digits are the term using the following legend:
 - 10 = winter (first winter term was 201810, so still within review period)
 - 30 = spring
 - 50 = summer
 - 70 = fall
 - *As such, the term 201570 would be Fall 2015.*
- The data includes the following fields that were necessary for construction of the different metrics but are not directly used in any of the pre-packaged analyses.
 - Actual grade codes
 - Instructor first and last name (where applicable)
 - "Program Review ID" (see note below)
- Students are identified by a generated "Program Review ID" that is uncorrelated with either their student ID or any single metric in the report. The link between student ID and "program review ID" is held in a separate document available only to me. As such, strictly speaking there is no personally identifiable information in these reports; however, please treat this document with care as an internal communication.
 - If there is a perceived need for the student ID's when compiling a particular program review, please e-mail me with the request and a justification, and decisions will be made on a case-by-case basis.

Notes on *Pivot Retention*

- A student is recorded as retained with any course grade that is **not** “W” or “FW”.
- Grade codes associated with auditing students or ungraded courses are excluded.

Notes on *Pivot Success*

- A student is recorded as successful with the following grades: "A", "B", "C", "I", "IP", "P", "S".
- Grade codes associated with auditing students or ungraded courses are excluded.

Notes on *Pivot High School*

- During much of this review cycle timeframe, there was no mandatory point where students must divulge their high-school history. As such, there are large quantities of missing data.
- For further information on the performance of area high schools, the Office of Research recommends <https://www.ed-data.org/>

Notes on *Pivot Race*

- College of the Siskiyous allows students to identify with as many racial categories as they choose from a fairly extensive list with significant overlap. This report simplifies the aggregation of those responses down to a range of options available in most Chancellor's Office data releases.
- The "Other/Unknown" category specifically refers to instances where the data is missing. It is identified as such because it is impossible to disaggregate whether the data was not collected or the student, either accidentally or intentionally, left the response blank (on forms where that was possible).

Notes on Pivot Gender

- This pivot table uses the following codes
 - F: Female
 - M: Male
 - N: Not available
 - Unknown / Not Collected
- A student receives an *N* if there was an opportunity in answering a question on gender to either leave the question blank or select some form of a “decline to state” option. The *Unknown / Not Collected* response only applies to the students that somehow managed to register without addressing any questions on gender.

Notes on Pivot Enrollment

- **As of this review cycle, the Office of Research is UNABLE to provide information on enrollments before census (see general notes).**
- The census count represents enrollment numbers as of the *first* census for a course, *regardless of calendar date*.
- The enrollment numbers represent an aggregation of all sections taught for a given course.

Notes on *Pivot Assignment Type*

- This table reads from the information attached to a given section about the position of the primary instructor. If this is missing or there was no instructor recorded in this form, the value “Undefined / Unknown” is provided.
- Given the nature of Banner implementation on campus, while this metric should be largely accurate, the Office of Research advises consultation with the relevant Dean/VP on the courses listed as “Undefined / Unknown” to see if alternative records are available.

Notes on *Pivot Modality*

- As of this review cycle, the Office of Research is **unable** to disaggregate in the Program Review Data Report which CRN of a video-conferenced course is the section where the professor was physically present during lecture. Please consult with the Office of Instruction and your personal records should this distinction be needed.

Notes on *Pivot Credit Status*

- For this program review cycle, the Office of Research is **unable** to disaggregate transferable classes from non-transferable classes, though in many cases the “Credit Degree-Applicable” vs. “Credit Non-Degree-Applicable” will speak to similar divides.
- In most cases, a course will keep the same credit status indefinitely. In the event that one course is linked with multiple credit status types during the review period, it is strongly recommended to drill-down and see which semester the change took place.

Notes on FTES

- This FTES metric is derived from *all activity in courses eligible for apportionment*. Thus the reported amounts are **not** perfectly correlated with apportionment funding (though as of this review cycle, there are no major policies that would suggest sharp deviations). Please consult the Office of Instruction for specific information about program revenue generation.
 - As an aside, the calculation of this metric is nearly identical to the one used in the CCCCCO Datamart, leading to *extremely* high similarities between the measures.
- To frame the preceding point differently, this FTES metric is best used as a measure of comparative size of a program that accounts for headcounts **and** contact hours.
- As a general rule of thumb when trying to conceptualize the link between headcounts and FTES, **10 students in a 3-unit class** is functionally equivalent to one FTES (which is defined as a student taking 15 units in both major terms).

Notes on Awards

- As of this review cycle, we **are** able to distinguish between ADT's and local degrees, however, we **are not** able to distinguish between different types of certificate of achievement.
- Summer is a *leading* term when determining awards. For example, a student awarded a certificate in Summer 2015 is credited in the 2016 academic year.
- The Office of Research recognizes that the multiple Liberal Arts degrees represent both direct targets for students interested in courses where there are no specific awards (such as political science) as well as indirect targets for students who switch award goals partway through their coursework. As such, these awards are not presented in any specific program review; instead, they are included in the table below. Please consult with your relevant Dean/VP to determine how you will incorporate this information into your individual program review.

Awards - Years	Awards
LAS-Humanities Emphasis - Associate in Arts	27
2015	3
2016	15
2017	5
2018	4
LAS-Multicult Studies Emphasis - Associate in Arts	3
2015	2
2018	1
LAS-Natural Science Emphasis - Associate in Science	82
2015	18
2016	14
2017	23
2018	27
LAS-Social Science Emphasis - Associate in Arts	150
2015	29
2016	33
2017	41
2018	47
Grand Total	262