Annual Instructional Unit Plan Data Review
Planning Year 2010-11

The data to review: Data from a variety of sources should be reviewed as you begin you work on your unit plan. The information can help provide context, identify strengths and challenges, and set priorities for planning. Use the “Annual Data Review Questions” at the end of this document to help guide the data review. Data that may be useful include:

A. Student data provided by the PRIE Office.
   1. Enrollment demographics – Enrollments by gender, ethnicity, and age group for department and the College. 5-year trend data for fall semesters. Numbers and percentages of students in each demographic group are provided.
   2. Student success measures – Successful course completion rates and course retention rates for department and the College. 5-year trend data for fall semesters.
      • The “successful course completion rate” for a given course or set of courses is the percentage of the total students enrolled in the course at the census date who go on to complete the course with a grade of A, B, C, Pass, or Credit. Successful course completion rates are calculated by dividing the number of A, B, C, and Credit grades by the total number of grades awarded (A, B, C, CR, D, F, NC, I, W), and multiplying by 100.
      • The “course retention rate” for a given course or set of courses indicates the percentage of students who stay in the course until the end of the semester rather than withdrawing with a W notation. (Students who drop the course before the deadline for a “W” notation are not included in these analyses). Retention rates are calculated by dividing the number of A, B, C, CR, D, F, NC, I grades by the total number of grades awarded (A, B, C, CR, D, F, NC, I, W), and multiplying the result by 100.
   3. WSCH, FTE, and Productivity – Enrollment as measured by WSCH (Weekly Student Contact Hours), FTE, and productivity for department and the College. 4-year trend data for fall semesters.
      • Productivity is calculated as WSCH divided by FTE

B. Staffing data - sources include the division office, the departmental records, etc.
   1. Number of full-time faculty in department, year of hire for each, etc.
   2. Full-time/Adjunct staffing ratio

C. Student Outcome Data - sources include departmental records, the college SLO website (http://web.scc.losrios.edu/slo/), course and program outlines in SOCRATES, etc.
   1. SLO’s – Consider any data that you have about Student Learning Outcomes.
      • Listing of course Student Learning Outcomes and Program Learning Outcomes
      • Percentage of courses that have stated SLOs
      • Percentage of courses that assess for SLOs
      • Percentage of courses that plan based on assessment of SLOs
      • Percentage of programs that state and assess for PLOs

2. Other Outcome data: - Consider any additional data you may have on how students succeed following taking your classes. Vocational programs, in particular, may have data on additional student outcomes such as licensure rates, employment, etc.

D. Previous unit plan outcomes reports – unit plans and outcomes reports can be found on InsideSCC at http://www.scc.losrios.edu/x3678.xml
   1. List of unit plan objectives from previous years
   2. List of achievement of unit plan outcomes measures from previous years

E. Qualitative data and observations about your unit/department. One important source of data is the observations that lead to your professional judgment about the factors, trends, challenges, and opportunities affecting your department.
Annual Data Review Questions: Use the answers to these questions when developing unit plan objectives, outcome measures, and associated resource requests. They are meant to be a source of information and dialogue within your unit/department.

1. **How do you define the main mission(s) of your unit/department?**
   - This helps set strategic directions for the unit/department.) You may want to think about the roles and functions of your program in the larger college or community. For example,
   - Does your department consider its mission to be mainly transfer education? Career education? General Education? Basic Skills development?
   - Does your department have an emphasis on meeting the emerging needs of the region for employment? The region’s arts or cultural dynamics? The changing requirements of transfer institutions?

2. **What do the data indicate about the significant trends, strengths, and challenges in the unit/department?**
   This helps identify priorities and formulate unit plan objectives. For example,
   - Data on enrollment demographics may let you know if your program is reaching all of our very diverse student population.
   - Data on student success may indicate that students are more or less successful in your program than they are across the college. This information is especially useful if your department has developed SLO assessment data about your students, which will give you more details about what skills are most/least successful in achieving.
   - Data on overall staffing and enrollment (WSCH, productivity, FTE) can be of use in identifying trends that indicate a need for additional resources in the department.

3. **What actions will the unit/department take as a response to the trends, strengths and challenges indicated by the data?** This will inform your unit plan directly, since any of these actions will translate into objectives on your unit plan.
   - If you see a demographic trend that is of concern, you could develop unit plan objectives that relate to that issue – e.g. objectives that reflect plans to reach out to parts of the student population.
   - Data about student success or outcomes could suggest unit plan any objectives that are related to your plans to keep doing what is working and/or try new teaching innovations that may affect student success.

4. **What resources, including staffing, equipment, and facilities, will the unit/department need to undertake those actions?** This will inform your unit plan directly as it will help indicate the resources that you request as you complete your unit plan.
   - Some of the objectives that you develop for your unit plan may not require new resource requests (for example, some curriculum changes or some teaching innovations).
   - Other objectives will result in requests for resources; for examples trends in WSCH or productivity you can develop unit plan objectives that request resources in response to those trends.

*If you have any questions or concerns about the data review or other aspects of the unit planning process feel free to contact Dr. Marybeth Buechner in the PRIE Office and we’ll be happy to try to help.*