

ARC INQUIRY GUIDE: **INSTRUCTIONAL PLANNING UNITS** (*Revised, 9/21/2022*)

This guide is provided as a resource for the Assessment and Analysis component of program review, but is not meant to be prescriptive. Planning units are welcome to tailor the topics, data sources, lines of inquiry, and program-initiated research based on the unique role of the planning unit.

SUGGESTED/USEFUL TOPICS

Instructional planning units typically would consider the topics below in their assessment of progress toward equitable outcomes for all student groups and the planning unit's effectiveness.

- Equitable access/enrollment outcomes
- Equitable successful course completion outcomes
- Equitable degree and/or certificate outcomes
- Equitable transfer outcomes
- Equitable employment or job skills outcomes
- Culturally relevant curriculum
- Equity-minded instructional methods
- Equity-minded Professional Development
- Enrollment trends/FTES/productivity
- Staffing levels and structure
- Partnerships and synergies
- Safety/mandated training

SUGGESTED/USEFUL DATA

Analysis of available data is the starting point for assessment of progress toward equitable outcomes for all student groups and the planning unit's effectiveness. Suggested data sources with aligned equitable outcomes are included below.

- [ARC Data on Demand \(Precision Campus\)](#) Select factbook, use program and course filters for program and course level data regarding:
 - **Equitable access/enrollment outcomes:** *Student characteristics by term* (Demographics: gender, race/ethnicity, age, education level), multi-year trends; *Headcount by term* (30+ student characteristic filters), multi-year trends; *Enrollments by term* (30+ student characteristic/course filters, (e.g, modality)), multi-year trends
 - **Equitable successful course completion outcomes:** *Course A_B Rates; Course Success Rates; Course Drop Rates* (30+ student characteristic/course filters, including Race/Ethnicity), multi-year trends
 - **Equitable degree and/or certificate outcomes:** *Degree and Certificates Awarded, Total, and Unduplicated* (use award description filter "+", enable multiple filters for disaggregation, including Race/Ethnicity), multi-year trends
 - **Equitable transfer outcomes:** *Degree and Certificates Awarded, Total, and Unduplicated* (use award description filter "+", enable multiple filters for disaggregation, including Race/Ethnicity, use Transfer degrees as proxy), multi-year trends
- [CTE Launchboard \(Community College Pipeline\)](#) Select college, program (scroll down), year, then click view for data regarding:
 - **Equitable access/enrollment outcomes:** *Offerings and Students*, detailed data, drill down by Race/Ethnicity
 - **Equitable successful course completion outcomes:** *Milestones*, detailed data, drill down by Race/Ethnicity
 - **Equitable degree and/or certificate outcomes:** *Success*, detailed data, drill down by Race/Ethnicity
 - **Equitable transfer outcomes:** *Success*, detailed data, drill down by Race/Ethnicity
 - **Equitable employment or job skills outcomes:** *Employment*, detailed data, drill down by Race/Ethnicity
- Other Program-Level Data
 - Annual Unit Planning Standard Data Sets from Prior cycles in [IPP Portal](#) (*Enrollment, Productivity, Disproportionate Impact for A_B Rates, Course Success Rates, Drop Rates, Department set standards, SLO Authentic Assessment Reports*)
 - Various other enrollment, FTES, productivity reports
 - [Salary Surfer](#) (select program) (provides statewide salary gains by program, no disaggregation available)
 - [EDD Labor Market Info](#) (2014 to 2024 projection highlights)

ARC INQUIRY GUIDE: **INSTRUCTIONAL PLANNING UNITS (continued)**

SUGGESTED/USEFUL AREAS OF INQUIRY

Some questions that planning units may want to consider include:

Priority Areas

- Is there equitable and sufficient access to instruction (course offerings, scheduling patterns, locations, modalities)? Are courses scheduled in a manner that allows students to complete their goals in a timely manner?
- Are there equitable and sufficient outcomes in successful course completion, degree and/or certificate attainment, transfer, and employment?
- How well does the existing curriculum support the unit's purpose and function, including supporting the college's strategic goals?
- Are the degrees and/or certificates listed in the catalog still relevant (e.g., offered, awarded, related to employment)?
- What are the unit's greatest strengths? How can those strengths be further leveraged to promote equity and effectiveness?

Additional Areas to Explore

- How do program-level outcomes compare to the college as a whole? *(these comparisons can be made in [ARC Data on Demand](#) or in the [CTE Launchboard Community College Pipeline](#) by adjusting filters)*
- How are college metrics, program-level metrics, and student demographics changing over time? What do these changes indicate for the program?
- How well does the existing staffing structure/organization support the unit's purpose and function, including supporting the college's strategic goals?
- Is it likely that there are groups that are not reflected in the data because of suspected access barriers or other issues?
- What are the emerging opportunities or risks resulting from the unit's environment (external influences)?
- Are there promising practices or innovative methods that could be adopted to promote equitable outcomes and improve unit effectiveness?
- Are there partnerships or synergies which could be pursued to improve effectiveness?
- Does the data point to areas in which further dialogue (including courageous conversation) needs to occur (e.g., discussions regarding grading variability data embedded within the [ARC Instructor Equity Reports](#)? *(login required)*)

PROGRAM-LEVEL INITIATED RESEARCH

Additional data can be requested through the ARC Research Office.

- Submit a [research request](#) to (1) pull existing data¹ which is not available in standard reports or ARC data on demand (e.g., different time frame or more detailed data), (2) for assistance with surveys, focus groups, or other collection methods, or (3) for guidance or assistance with a specific line of inquiry.

¹ Most research requests for existing data can be fulfilled in 2-4 weeks. However, unexpected delays due to urgent or mandatory high-priority collegewide research requests and accountability reporting (e.g., from Los Rios Board, Chancellor, President, State Chancellor's Office, Federal Government, Grant, Accreditation, etc) may occur.