# Miramar Collegewide Research Agenda

## 2017-2020

San Diego Miramar College Research Subcommittee

10/24/2017

**Approvals**

Research Subcommittee:

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Xi Zhang, Chair

Planning & Institutional Effectiveness Committee:

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Daniel Miramontez, Co-Chair

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Naomi Grisham, Co-Chair

Academic Senate:

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Marie Mc Mahon, President

Classified Senate:

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Terrie Hubbard, President

College Executive Committee:

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Patricia Hsieh, President

## Collegewide Research Agenda Overview and Introduction

The purpose of a research agenda is to help organize and prioritize research requests that might otherwise be disjointed or not integrated into collegewide planning and decision making, and to improve the quality of the data and information used on campus. The process for developing, updating, and using a research agenda is equally as valuable as the research agenda itself. It serves as a vehicle for dialog and a way in which to move beyond a culture of evidence to a more integrated culture of inquiry and action. More importantly, it provides a mechanism for collaborative inquiry, which helps build research expertise throughout the college going beyond isolated pockets of the college.

The research that is included in the research agenda supports the major activities and initiatives that serve the broader functions on campus (e.g., strategic planning, enrollment management, budget development, program review, accreditation, grant development, Basic Skills, Outcomes and Assessment). They are typically recurring research requests that have clearly defined indicators and metrics attached to them (e.g., success indicators and successful course completion rates, transfer rates, and number of awards conferred). These recurring research requests are organized by the Miramar College Strategic Goals (listed below), and linked to the College's plans and initiatives, and indicators in the Strategic Planning Assessment Scorecard (SPAS). Primary end users/responsible groups are also identified and suggested for each research request. The links are built to strengthen the integration of research into collegewide planning and overall achievement of Miramar College. A feedback mechanism is also built in for continuous quality improvement.

      **Goal 1:** Provide educational programs and services that are responsive to change and support student learning and success.
      **Goal 2:** Deliver educational programs and services in formats and at locations that meet student needs.
      **Goal 3:** Enhance the college experience for students and the community by providing student centered programs, services, and activities that celebrate diversity and sustainable practices.
      **Goal 4:** Develop, strengthen, and sustain beneficial partnerships with educational institutions, business and industry, and our community.

Research that is narrow in focus or responds to a singular interest or one-time event or activity may occur under ad hoc requests that are handled separately using the Miramar College research request and prioritization process. Miramar College's Institutional Research website has detailed information.

## ACRONYMS AND ABBREVIATIONS

ADT – Associate Degree for Transfer
BSI – Basic Skills Initiative
BSSOT – Basic Skills and Student Outcomes Transformation Grant
BTCWI – School of Business, Technical Careers, & Workforce Initiatives
CCCCO – California Community Colleges Chancellor's Office
CEC – College Executive Committee
CE – Career Education
DSPS – Disability Support Programs & Services
EMS – Enrollment Management System
EOPS – Extended Opportunities, Programs & Services
ESOL – English for Speakers of Other Languages
FTEF – Full-time Equivalent Faculty
FTES – Full-time Equivalent Students
GPA – Grade Point Average
IEPI – Institutional Effectiveness Partnership Initiative
ILC – Independent Learning Center
IRP – Institutional Research and Planning
ISLO – Institutional Student Learning Outcomes
PIEC – Planning and Institutional Effectiveness Committee
POS – Point-of-Service Survey
PPT – PowerPoint
PRIE – Planning, Research and Institutional Effectiveness
SDCCD – San Diego Community College District
SEP – Student Equity Plan
SPAS – Strategic Planning Assessment Scorecard
SSSP – Student Success Support Program
VPA – Vice President of Administrative Services
VPI – Vice President of Instructions
VPSS – Vice President of Student Services
WSCH – Weekly Student Contact Hours

# Miramar Collegewide Research Agenda 2017-2020

| College Goals | Research Questions | Target Population | Current/Planned Research | Research Design/Method | Timeframe and Source | Implication and Application | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Strategic Planning Assessement Scorecard (SPAS) Indicator/Measure | Links to College Plans and Initiatives | Primary End User/ Responsible Group |
| Goal 1-4 | 1. What are the characteristics, persistence, outcomes, completion, productivity, and efficiency of the current Miramar College general student population? | Miramar College Student Population | Student Profiles | Single semester headcount profile of students by age, gender, ethnicity, enrollment status, residency, income, ed. goal, and units attempted by entire college population and by online college population. | Semester; District IRP | n/a | Strategic Plan, all Division Plans, Integrated Plan (SSSP, SEP), Facilities Master Plan, Marketing and Outreach Plan | PIEC, Marketing Committee, Outreach, Collegewide, Public Information Officer |
| | | | Fact Book and Awards Conferred Supplement | 5-year Trend Information on: Headcount by demographic segments of interest, success, retention, awards conferred, transfer, Full-time Equivalent Faculty (FTES), persistence, and human resources. | Annual; District IRP and Miramar College Office of PRIE | I.I.2. Degrees and Certificates Awarded, I.I.4. Associate Degree for Transfer (ADT), II.I.3a. Course Fill Rates, II.I.3b. Enrollments, II.I.4a. Successful Course Completion Rates, II.I.4b. Course Retention Rates | Strategic Plan, all Division Plans, Integrated Plan (SSSP, SEP) Human Resources Plan, Facilities Master Plan, Marketing and Outreach Plan | PIEC, Marketing Committee, Outreach, Collegewide, Public Information Officer, Transfer Center Director |
| | | | Facts on File | Handy reference book containing fingertip facts and figures such as enrollment, student outcomes, and human resources information. | Annual; District IRP | n/a | Strategic Plan, all Division Plans, Integrated Plan (SSSP, SEP), Human Resources Plan, Facilities Master Plan, Marketing and Outreach Plan | PIEC, Marketing Committee, Outreach, Collegewide, Public Information Officer, Transfer Center Director |
| | | | Institutional Effectiveness Scorecard | Scorecard summary of student characteristics, enrollments, outcomes, and satisfaction which are linked to Miramar's Strategic goals and strategies. | Annual; District IRP | II.I.I. Number of Course Sections; II.3.1. Distribution of Course Offerings; | Strategic Plan, all Division Plans, Integrated Plan (SSSP, SEP), Human Resources Plan, Facilities Master Plan, Marketing and Outreach Plan | PIEC, Marketing Committee, Outreach, College-wide, Public Information Officer, Transfer Center Director |
| | | | Transfer Study | A longitudinal trend analysis of student transfers including transfer rate and volume. | Annual; District IRP | I.I.I-1. Transfer Volume; I.I.I-2. Transfer Rate; I.I.I-3. Transfer Prepared Rate | Strategic Plan; all Division Plans; Integrated Plan (SSSP; SEP); Human Resources Plan; Facilities Master Plan; Marketing and Outreach Plan | PIEC; Marketing Committee; Outreach; Collegewide; Public Information Officer; Transfer Center Director |

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| | | | | | | Strategic Planning Assessement Scorecard (SPAS) Indicator/Measure | Links to College Plans and Initiatives | Primary End User/ Responsible Group |
| | | | SPAS | Apply the Balanced Scorecard (BSC) methodology to strategically and comprehensively measure institutional effectiveness of the College. | 7-year Cycle; Miramar College Office of PRIE | All SPAS indicators | All plans | All groups |
| | | | Evaluation Plan for the Integrated Plan | Project specific research design and method. | Annual; Miramar College Office of PRIE | All SSSP, SEP and BSI indicators (forthcoming reporting requirement from the state) | Integrated Plan (SSSP, SEP, BSI) | All groups |
| Goal 3, 4 | 2. Where do Miramar College students live? | Miramar College student population | Headcount by Zip code | Annual analysis of headcount by zip code for collegewide and program level. | Annual; Miramar College Office of PRIE | n/a | Outreach Recruitment, Strategic Plan, Integrated Plan (SEP) | Outreach Coordinator, Public Information Officer, Associate Dean of Student Equity and Academic Success, VPSS, VPI |
| Goal 3 | 3. How does the demographic characteristic of Miramar College students compare to its service area? | Miramar College student and service area populations | Students and Service Area Diversity PowerPoint | Profile student population relative to service area population across gender, ethnicity, and age. | Annual; District IRP | n/a | Outreach Recruitment, Strategic Plan, Integrated Plan (SEP) | Outreach Coordinator, Public Information Officer, Associate Dean of Student Equity and Academic Success, VPSS, VPI |
| Goal 1-3 | 4. What are the course enrollment trends? | Courses and sections | Chancellor's Cabinet Report | 5-year trend analysis of programs by semester, courses, and demographic segments of interest for each indicator listed: Sections; Caps; Census Enrollment; Census Headcount; Success Rates; GPA; Retention Rates; Load for Full-time Faculty; Load for Part-time and Overload Assignments; WSCH; WSCH/FTEF; Wait list. | Annual; District IRP | n/a | Instructional Program Review, Accreditation, Institutional Effectiveness, Strategic Plan, all divisional plans, all operational plans | Department Chairs and Deans, VPI, Associate Dean of Student Equity and Academic Success, VPSS, PIEC, Marketing Committee |

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| | | | | | | Strategic Planning Assessement Scorecard (SPAS) Indicator/Measure | Links to College Plans and Initiatives | Primary End User/ Responsible Group |
| Goal 1-2 | 5. What are the enrollment changes at critical points in time? | Enrollment trends among students | **SDCCD Weekly Cabinet Update Report to the President and Enrollment Management System (EMS)** | College level data and information by semester, by accounting method, and mode of instruction for: FTES; Number of Sections Offered; Fill Rates; Enrollment; Headcount; Load; Waitlisted Courses; Low/High Enrollment by Course; FTES Outlook. | Semester; District IRP | n/a | Institutional Effectiveness Partnership Initiative (IEPI), Instructional Division Plan, Program Review, Integrated Plan (SSSP), Enrollment Management | VPI, Deans and Chairs, Administration |
| Goal 1, 2, 4 | 6. What is the enrollment and completion information for students enrolled in Career Education (CE) programs? | Students enrolled in CE (vocational) programs | **Perkins Core Indicator Reports** | Enrollment and Completion data broken down by top code for all CE programs. | Annual; | n/a | CE Plan, Instructional Division Plan, Strategic Plan | BTCWI Dean/CE Program Faculty |
| Goal 3 | 7. What is the enrollment pattern of the noncredit students to credit courses and how do they perform? | All noncredit students and English for Speakers of Other Languages (ESOL) only students | **Noncredit to Credit Student Transition** | Profile of noncredit students and a comparison of success, retention and GPA of noncredit students to the general population. | Annual; District IRP | n/a | Basic Skills Action Plan, Enrollment Management, Instructional Division Plan, Marketing and Outreach Plan | BSI Committee, Articulation Officer, Outreach, VPI |
| Goal 1-3 | 8. How well do the students perform within each program/discipline? | Current Miramar College students and faculty | **Annual Program Review Reports** | Five-year trend analysis by program of enrollment, success, retention and GPA, demographic, and productivity segments. | Annual; Miramar College Office of PRIE | I.I.3. Degrees and Certificates by Instructional Programs | Program Review, Accreditation, Outcome and Assessment, Integrated Plan (SEP), Strategic Plan | Department Chairs and Deans, Outcome Assessment Coordinator, VPI, VPSS |
| | | | **ISLO Survey (ISLO 2)** | Survey study that adopts stratefied random sampling scheme and paper and pencil in class survey. | Annual; Miramar College Office of PRIE | n/a | Outcome and Assessment Plan | Outcome Assessment Coordinator, Outcomes Assessment Subcommittees, VPI, VPSS, VPA, Dean of PRIELT |
| Goal 1 | 9. What are the demographic and course-taking behaviors of Disability Support Programs and Services (DSPS) students? | DSPS students | **DSPS Annual Report** | Annual analysis of student demographics, outcomes and enrollments. | Annual; District IRP | n/a | Program Review, Student Services Division Plan, Integrated Plan (SEP, SSSP) | DSPS Office |

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| | | | | | | Strategic Planning Assessement Scorecard (SPAS) Indicator/Measure | Links to College Plans and Initiatives | Primary End User/ Responsible Group |
| Goal 1 | 10. What are the demographic and course-taking behaviors of Extended Opportunities, Programs and Services (EOPS) students? | EOPS students | EOPS Annual Report | Annual analysis of student demographics, outcomes, and enrollments. | Annual; District IRP | n/a | Program Review, Student Services Division Plan, Integrated Plan (SSSP, SEP) | EOPS Office |
| Goal 1 | 11. How well do Basic Skills students who receive some type of intervention perform relative to Basic Skills students who don't receive an intervention? | Students in Basic Skills English, Math, and ESOL who receive some type on intervention | Basic Skills Intervention Reports (multiple reports) | Student outcome comparisons among Basic Skills students who received some type of intervention to those who had not received an intervention. | Annual; Miramar College Office of PRIE | n/a | Integrated Plan (SEP, BSI) | Basic Skills Subcommittee |
| | | | Basic Skills and Student Outcomes Transformation Grant (BSSOT) | Evaluate funded projects to track student outcomes and pathway progression. | Quaterly; Miramar College Office of PRIE | n/a | Integrated Plan (SEP, BSI) | BSSOT grant coordinators, VPI, VPSS, Dean of MBEPS, Dean of LA |
| Goal 1 | 12. How well do Basic Skills students perform and what is their progress in college-level courses? | Students in Basic Skills English, Math, and ESOL | Basic Skills Report | 5-year trend information on Basic Skills students: headcount by demographic segments of interest, specific basic skills course enrollment, success, retention, and persistence. | Annual; District IRP and Miramar College Office of PRIE | n/a | Integrated Plan (SEP, BSI) | Basic Skills Committee |
| Goal 2 | 13. What are the student outcomes of students enrolled in online courses? | All students enrolled in online courses | Online Success and Retention Report | Success and Retention Rate: Comparisons among students enrolled in online course format to those students enrolled in a traditional class format by overall, gender, and ethnicity | Annual; District IRP | n/a | Instructional Division Plan, Technology Plan, Integrated Plan (SEP) | Instructional Services (VPI, Distance Ed. Committee) |
| Goal 2 | 14. How satisfied are the students with online courses? | All students enrolled in online courses | Online Course Satisfaction Survey | Students' perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support received, classroom support and communication, and their perception of learning. | Annual; District IRP | II.3.5. Satisfaction with Online Course | Instructional Division Plan, Technology Plan, Integrated Plan (SEP) | Instructional Services (VPI, Distance Ed. Committee) |

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| | | | | | | Strategic Planning Assessement Scorecard (SPAS) Indicator/Measure | Links to College Plans and Initiatives | Primary End User/ Responsible Group |
| Goal 1 | 15. How does Miramar College compare to other colleges in the community college system across an array of indicators? | Miramar College student population | Student Success Scorecard Report | Student Success Scorecard provides a framework for an annual evaluation of Miramar College with measurable performance indicators. | Annual; California Community Colleges Chancellor's Office (CCCCO), District IRP | I.I.5a. Completion Rate for Prepared Cohort; I.I.5b. Completion Rate for Unprepared Cohort; I.I.6. Career Education Rate | Accreditation, Strategic Plan, Integrated Plan (SEP) | Administration (President and Vice Presidents) |
| Goal 1 | 16. What effect does tutoring services have on various student outcomes for basic skills students? | Students in pre-transfer English, ESOL, and Math courses | Supervised Tutoring Report | Student characteristics, enrollment, and outcomes comparisons among pre-transfer English, ESOL, and Math students who had supervised tutoring visits to those who did not have visits | Annual; Miramar College Office of PRIE | n/a | Integrated Plan (BSI) | Tutoring Center Coordinator |
| Goal 1 | 17. How effective are Learning Communities at helping students to succeed in college? | Students enrolled in Learning Communities | Programs to Improve Outcomes for Underrepresented Students PowerPoint | Reporting on learning community students' enrollment, headcount, persistence, and outcomes | Annual; District IRP | n/a | Integrated Plan (SEP, SSSP), Student Services Division Plan | Associate Dean of Student Equity and Academic Success, VPSS, VPI |
| Goal 1 | 18. Are students satisfied with the Independent Learning Center (ILC) services? | Students that visit ILC for services | ILC Survey Report | Annual analysis of student satisfaction with ILC services | Annual; Miramar College Office of PRIE | n/a | Outcomes and Assessment, Technology Plan | ILC Coordinator |
| Goal 1 | 19. How satisfied are the students with the services they receive in the Student Service departments? | All students using the services | Point-of-Service (POS) Student Services Department Surveys | Each Student Services department will conduct a survey with a core set of questions and custom questions. | Semester; Miramar College Office of PRIE | n/a | Accreditation, Program Review, Student Services Division Plan | Student Services Committee |
| Goal 1 | 20. How satisfied are the students with the programs, services, instruction, facilities, and college environment? | Random sample of day and evening students | Student Satisfaction Survey | Random sample of day and evening students surveyed in classes using a Likert scale and open-ended comment questions survey instrument. | 3-year cycle; District IRP (next iteration 2017-18) | II.2.2. Satisfaction with Technology Use; II.3.2. Satisfaction with Strategic Enrollment Management; II.4.1. Satisfaction with Innovation and Technology; III.I.4. Student Satisfaction Regarding Diversity | Accreditation, Program Review, Student Services Division Plan, Instructional Division Plan | College Executive Committee (CEC) |

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| | | | | | | Strategic Planning Assessement Scorecard (SPAS) Indicator/Measure | Links to College Plans and Initiatives | Primary End User/ Responsible Group |
| Goal 1 | 21. How satisfied are the employees with the environment of ther programs, services, instruction, facilities, and college? | All Miramar College employees | Employee Accreditation Feedback Survey | All employees surveyed online (pencil and paper option available). | 3-year cycle; District IRP (next iteration 2017-18) | I.3.4. and 5. Employee Perception of Professional Development; II.2.2. Satisfaction with Technology Use; II.3.2. Satisfaction with Strategic Enrollment Management; II.3.4. Satisfaction with Technology Training and Professional Development Opportunities; II.4.1. Satisfaction with Innovation and Technology; III.2.1 and 2. Employee Perception of Diversity - Support | Accreditation, Program Review, Student Services Division Plan, Instructional Division Plan | CEC |
| Goal 1 | 22. How satisfied are the employees with the cultural climate? | All Miramar College employees | Employee Cultural Climate Survey | All employees surveyed online (pencil and paper option available). | 3-year cycle; District IRP (next iteration 2017-18) | I.3.4. and 5. Employee Perception of Professional Development; III.I.6. Employee Perception of Diversity - Overall; III.2.1 and 2. Employee Perception of Diversity - Support | Accreditation, Program Review, Student Services Division Plan, Instructional Division Plan | CEC |
| Goal 3 | 23. Is there gender equity in intercollegiate sports? | Full-time students who meet the athletic eligibility criteria | Title IX Gender Equity Survey | Examine gender equity in intercollegiate sports | Annual; District IRP | | Integrated Plan (SEP), Program Review | Athletic Director, Exercise Science Chair and Dean of Mathematics, Biological, Exercise, and Physcial Sciences |
| Goal 3 | 24. What student sub-populations have been disproportionately impacted? | All Miramar College students | Student Equity Plan | Examine equity gaps within six sub-populations by five indicators | Annual; Miramar College Office of PRIE | III.I.5. Student Equity Plan (SEP) Indicators | Integrated Plan (SEP), Strategic Plan | Associate Dean of Student Equity and Academic Success, VPSS, Administration |