

Miramar Collegewide Research Agenda 2012-13

Approvals

Research Subcommittee:

Daniel Miramontez, Chair

Planning & Institutional Effectiveness Committee:

Jerry Buckley, Co-Chair

Buran Haidar, Co-Chair

Academic Senate:

Daphne Figueroa, President

Classified Senate:

Joyce Allen, President

College Executive Committee:

Patricia Hsieh, President

Collegewide Research Agenda Overview

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 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. More importantly, it provides a mechanism for collaborative inquiry which helps build research expertise throughout the college rather than 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 and SLO 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). Research that is narrow in focus or that responds to a singular interest or one-time event or activity may occur under ad hoc requests which are handled separately using the college's research request and prioritization process.

Research Agenda Items Linked to Multiple Goals

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College Goals	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goals 1-4	-Strategic planning -Institutional Effectiveness	What changes in the local community, labor market, and educational environment are likely to affect Miramar College (2010-2013)?	Potential new student populations; former Miramar students; local employers and industries; other educational institutions	The results will be used by the Planning & Institutional Effectiveness (PIE) Committee and others to revise Miramar's strategic goals. It will also be used by the Marketing Committee and others to design effective programs and services	<ol style="list-style-type: none"> 1. Environmental Scan Information: 5 year trend analysis of labor market, community demographics, technological advances, education changes and competitive analysis 2. Five year trend analysis of student characteristics 3. Annual post-graduation employment of vocational education students 4. A longitudinal trend analysis of student transfers including transfer rate & volume 	<ol style="list-style-type: none"> 1.Environmental Scan Report 2.1 Fact Book 2.2 Awards Conferred Supplement 3. Perkins Core Indicator Reports 4. Transfer Study 	<ol style="list-style-type: none"> 1. 3 year cycle-next iteration (2013-14) 2. Annual IRP 3. Annual 4. Annual IRP 	

Goal 1: Focus college efforts on student learning and student success through quality education that is responsive to change.

Goal 2: Deliver instruction and services in formats and at sites that best meet student needs.

Goal 3: Enhance the college experience for students and the community by providing campus facilities, programs and student-centered co-curricular activities that celebrate diversity and sustainable practices.

Goal 4: Initiate and strengthen beneficial partnerships with business and industry, other educational institutions, and community.

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Goals 1-3	-Strategic & College Annual Planning -Instructional Program Review -Institutional Effectiveness -Accreditation	How well do the students perform and is there a trend toward improved success? What are the course enrollment trends?	Current Miramar students and faculty; courses and sections	The results will be used by individual programs for program improvement, by schools to set goals and objectives for the coming year, and by the PIE committee to revise Miramar's strategic goals and strategies. It will also be used by the Marketing Committee and others to design effective programs and services	Five year trend analysis of programs by semester, courses, and demographic segments of interest for each indicator listed: 1. Number of Sections Offered 2. CAPS (Max Enrollment) 3. Census Enrollment 4. Census Headcount 5. Success Rates 6. GPA 7. Retention Rates 8. Total Load for FT Faculty 9. Total Load for Part Time and Overload Assignments 10. WSCH = Weekly Student Contact Hours 11. Load (WSCH / FTEF) 12. Wait list	1. Annual Program Review reports 2. Chancellor's Cabinet report	Indicators 1-11 are Annual IRP Office	

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		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goals 1, 2, 4	CTE	What is the enrollment and completion information for students enrolled in Career Technical Education (CTE) programs?	Students enrolled in CTE (vocational) programs	To improve outreach and student support programs and to provide information for state-mandated reports	Enrollment and completion data broken down by top code for all CTE programs	1. CTE Program Enrollment & Completion Report 2. Perkins Core Indicator Reports	Annual	
Goals 1- 2	Enrollment Management	What are the enrollment changes at critical points in time?	President, VPI and Deans	The information will be used to manage course and section offerings and to manage and improve access	College level data and information by semester by accounting method and mode of instruction for : 1. FTES 2. Number of Sections Offered 3. Fill Rates (enrollment/caps) 4. Enrollment 5. Headcount 6. Load (WSCH / FTEF) 7. Waitlisted courses (number of seats and students) by course 8. Low enrollments by course 9. FTES Outlook	All of the items are provided in hardcopy form in the weekly Cabinet Update Report to the President as well as electronic copies in the Tallies to the VPI	Indicators 1-9 are by semester IRP Office	

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		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goals 3 & 4	-Outreach/ Recruitment -Planning	Where do Miramar students live?	Miramar College student population	To inform marketing, program review, grant applications, & outreach	Annual analysis of headcount by zip code for collegewide and program level	Headcount by Zip Code Report	Annual-CBR	
Goals 1 & 5	-Accreditation -Program Review -Strategic Planning	How satisfied are the students with the services they receive in the Student Service departments?	All students using the services	To make improvements in the services offered	Each Student Services department will conduct a survey with a core set of questions and custom questions.	POS Student Services Dept. Surveys	TBD	
	-Accreditation -Strategic Planning	How satisfied are the students with the programs, services, instruction, facilities and college environment?	Random sample of day and evening students	To inform planning and improvement decisions about programs, services, instruction, facilities and the college environment	Random sample of day and evening students surveyed in classes using a Likert scaled and open-ended comment questions survey instrument. All employees surveyed online with pencil and paper option available.	Student Satisfaction Survey 2015 Employee Satisfaction Survey 2015	3 year cycle IRP (next iteration 2014-15) 3 year cycle IRP (next iteration 2014-15)	

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Goal 4: Initiate and strengthen beneficial partnerships with business and industry, other educational institutions, and community.

Goal 5: Refine the college's integrated planning process

Research Agenda Items Linked to Individual Goals

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Goal 1: Focus college efforts on student learning and student success through quality education that is responsive to change.

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 1	-Program Review -Accreditation -SLO -Planning	How well are the students performing within each program/discipline?	All students enrolled as of census	To inform program and course planning and improvement decisions	Single semester analysis by program of enrollment, success, retention and GPA, demographic, & productivity segments	Program Review Reports	Annual IRP-CBR	
	-Matriculation -Program Review -Planning	What are demographic & course-taking behaviors of DSPS students?	DSPS students	To inform DSPS programs and course planning and improvement decisions	Annual analysis of student demographics, outcomes & enrollments	DSPS Annual Report	Annual IRP	
	-Matriculation -Program Review -Planning	What are demographic & course-taking behaviors of EOPS students?	EOPS students	To inform EOPS programs and course planning and improvement decisions	Annual analysis of student demographics, outcomes, & enrollments	EOPS Annual Report	Annual IRP	
	-SLO -Planning	Are students satisfied with the ILC services?	Students that visit ILC for services	To inform the ILC is meeting students needs and assist in department planning	Annual analysis of student satisfaction with ILC services	ILC Survey Report	Annual IRP-CBR	

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		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 1	-BSI -Planning	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	To inform program, course and services planning and improvement decisions	Student outcome comparisons among Basic Skills students who received some type of intervention to those who had not received an intervention	Basic Skills Intervention Reports (multiple reports)	Annual IRP-CBR	
	-BSI -Planning	How well do Basic Skills students perform and what is their progress in college-level courses?	Students in Basic Skills English, Math and ESOL	To inform program, course and services planning and improvement decisions	Five year trend information on Basic Skills students: headcount by demographic segments of interest, specific basic skills course enrollment, success, retention, & persistence	Basic Skills Report	Annual IRP	

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		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 1	-Accreditation -Strategic Planning -Institutional Effectiveness	How does Miramar College compare to other colleges in the community college system across an array of indicators?	Miramar College student population	Accountability reporting to the legislation	ARCC provides a framework for an annual evaluation of Miramar College with measurable performance indicators	ARCC Report	Annual IRP	
	-BSI -Planning	What affect does tutoring services have on various student outcomes for basic skills students?	Students in pre-transfer English, ESOL, and Math courses	To improve PLACe programs (044-Supervised Tutoring) and services	Student outcomes comparisons among pre-transfer English, ESOL, and Math students who had PLACe visits to those who did not have visits	PLACe Student Outcomes Comparison Report	Annual IRP-CBR	
	-Matriculation -Planning	How effective are Learning Communities at helping students to succeed in college?	Students enrolled in Learning Communities	To inform program, course and services planning, and improvement decisions	Reporting on learning community students' enrollment, headcount, persistence, & outcomes	Programs to Improve Outcomes for Underrepresented Students PowerPoint	Annual IRP	

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Goal 2: Deliver instruction and services in formats and at sites that best meet student needs.

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 2	-Planning	How satisfied are the students with online courses?	All students enrolled in online courses	To inform planning and improvement decisions about online courses based on students' perception & opinions about elements involved in online courses	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. Success and retention rates comparisons among students enrolled in online course format to those students enrolled in a traditional class format by overall, gender and ethnicity	Online Course Satisfaction Survey	Annual IRP	
	-Planning	What are the student outcomes of students enrolled in online courses?	All students enrolled in online courses	To inform planning and improvement decisions about online courses based on student outcomes data		Online Success and Retention Report	Annual IRP	

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Goal 3: Enhance the college experience for students and the community by providing campus facilities, programs and student-centered co-curricular activities that celebrate diversity and sustainable activities.

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 3	-Outreach/ Recruitment -Planning	Where do Miramar students live?	Miramar College student population	To inform marketing, program review, grant applications, & outreach	Annual analysis of headcount by zip code for collegewide and program level	Headcount by Zip Code Report	Annual IRP-CBR	
	-Outreach/ Recruitment -Planning -Enrollment Management	What is the enrollment pattern of the non-credit students to credit courses and how do they perform?	All noncredit students and ESOL only students.	To improve articulation and support for noncredit students	Profile of non credit students and a comparison of success, retention and GPA of noncredit students to the general population	Noncredit to Credit Migration Study	Annual IRP	
	-Outreach/ Recruitment -Planning	How do the demographic characteristic of Miramar students compare to its service area?	Miramar College student & service area populations	To support and inform marketing, enrollment growth, & outreach	Profile student population relative to service area population across gender, ethnicity, & age	Students & Service Area Diversity PPT	Annual IRP	
	-Planning	Is there gender equity in intercollegiate sports?	Full-time students who meet the athletic eligibility criteria	To inform collegewide decisions related to increasing diversity and responding to equity initiatives.	Examine gender equity in intercollegiate sports	Title IX Gender Equity Survey	Annual IRP	

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Goal 4: Initiate and strengthen beneficial partnerships with business and industry, other educational institutions, and the community.

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 4	-Outreach -BSI -Matriculation -Enrollment Management -Planning	What are the enrollment characteristics of incoming freshmen and how do they perform?	Incoming freshmen students from feeder high schools and non feeder high schools	To inform recruitment and retention decisions	Trend study of enrollment by demographic segments, placement, success, retention, and average units completed	High School Pipeline Report	Annual IRP	
	-CTE -Planning	What are the enrollment characteristics of incoming freshmen who received college credit for pre-approved CTE courses in high school? How do they perform?	Incoming freshmen students from feeder high schools who received college credit for pre-approved CTE courses in high school	To inform recruitment and retention decisions	Cohort tracking study of enrollment , course taking behaviors & student outcomes at SDCCD	Tech Prep Annual Report	Annual IRP	

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Goal 5: Refine the college's integrated planning processes.

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 5	- Strategic Planning - Enrollment Management - Institutional Effectiveness	What are the characteristics of the students being serviced and how have they changed over the years?	Current and past students.	To inform collegewide decisions related to increasing diversity and responding to equity initiatives.	<p>Single semester headcount profile of students by age, gender, ethnicity, enrollment status, residency, income, ed. Goal, and units attempted by: 1) Entire college pop 2) Online college pop</p> <p>Five year trend information on: headcount by demographic segments of interest, success, retention, awards conferred, transfer, FTES, persistence, & human resources</p> <p>Handy reference book containing fingertip facts & figures such as enrollment, student outcomes, and human resources information</p>	<p>Student Profiles (aka College Demographics)</p> <p>Fact Book</p> <p>Facts on File</p>	<p>Semester IRP</p> <p>Annual IRP</p> <p>Annual IRP</p>	