

Miramar College-wide Research Agenda 2010-11

Approvals

Research Subcommittee:

Chair

Institutional Effectiveness Committee:

Kathy Werle, Co-Chair

Linda Woods, Co-Chair

Academic Senate:

Daphne Figueroa, President

College Executive Committee:

Patricia Hsieh, President

College-wide 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 college-wide 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.

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College Mission, Goals & Strategies	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates
		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 2, 3, 4	-College-wide Master Plan development process.	What changes in the local community, labor market, and educational environment are likely to affect Miramar College in the next five years (2010-2015)? This allows Miramar to revise its college-wide priorities and reevaluate its goals.	Potential new student populations; former Miramar students; local employers and industries; other educational institutions.	The results will be used by the Institutional Effectiveness Committee and others to revise Miramar's strategic goals and objectives as well as to set the college-wide priorities. 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. Update annually 2. Fact Book 3. VTEA Core Indicator Reports 4. Transfer Study 	<ol style="list-style-type: none"> 1. 6 year cycle COE 2. Annual IRP 3. Annual Perkins Office 4. Annual IRP

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Goals 1, 2, 3	<p>-College-wide Master Plan development process</p> <p>-College-wide Priorities</p> <p>-Instructional Program Review</p>	<p>How well do the students perform and is there a trend toward improved success?</p> <p>What are the course enrollment trends?</p>	<p>Current Miramar students and faculty; courses and sections</p>	<p>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 Institutional Effectiveness committee to revise Miramar's strategic goals and objectives as well as to set the college-wide priorities. It will also be used by the Marketing Committee and others to design effective programs and services.</p>	<p>Five year trend analysis of programs by semester, courses, and demographic segments of interest for each indicator listed:</p> <ol style="list-style-type: none"> 1. Number of Sections Offered 2. CAPS (Max Enrollment) 3. Census Enrollment 4. Census Headcount 5. Successful Course 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 13. Program enrollment by zip code 	<ol style="list-style-type: none"> 1. Annual Program Review report 2. Chancellor's Cabinet report 	<p>Indicators 1-11 are Annual IRP</p>

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Goals 1, 2, 4	VTEA	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. VTEA Core Indicator Reports	Annual
Goals 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	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 1-8 are by semester IRP

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Goal 1: Focus college efforts on student learning and student success.

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<u>Strategy 1.1</u> Improve academic programs such as SLOs.	1.1 Program Review 1.1 Accreditation 1.1 SLO	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.	1.1 Single semester analysis by program of enrollment, success, retention and GPA, demographic, & productivity segments.	1.1 Program Review Reports	1.1 Annual IRP
<u>Strategy 1.2</u> Enhance student success in basic skills.	1.1 Matriculation 1.1 Program Review	What are demographic & course-taking behaviors of DSPS students?	DSPS students	To inform DSPS programs and course planning and improvement decisions	1.1 Annual analysis of student demographics, outcomes & enrollments.	1.1 DSPS Annual Report	1.1 Annual IRP
<u>Strategy 1.3</u> Expand interdisciplinary learning opportunities.	1.1 Matriculation 1.1 Program Review	What are demographic & course-taking behaviors of EOPS students?	EOPS students	To inform EOPS programs and course planning and improvement decisions	1.1 Annual analysis of student demographics, outcomes, & enrollments.	1.1 EOPS Annual Report	1.1 Annual IRP
<u>Strategy 1.4</u> Provide faculty development in instructional techniques.	1.1 Matriculation 1.1 Program Review	What are demographic & course-taking behaviors of TRIO students?	TRIO Students	To inform TRIO programs and course planning and improvement decisions	1.1 Annual analysis of student demographics, outcomes, & enrollments.	1.1 TRIO Annual Report	1.1 Annual IRP

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<p><u>Strategy 1.5</u> Develop and improve innovative student services & instructional programs.</p> <p><u>Strategy 1.6</u> Develop stronger linkages for K-16 student learning & career pathways to improve academic success.</p> <p><u>Strategy 1.7</u> Adopt more culturally relevant, cutting-edge instruction pedagogies, methods and approaches.</p>	1.2 Matriculation	Do students who participate in the Freshman Year Experience (FYE) program receive any benefits?	Students enrolled in the FYE program	To inform program, course and services planning and improvement decisions.	1.2 How do FYE students compare to first year students not in the FYE program across demographics, student outcomes, & enrollment patterns	1.2 FYE PowerPoint	1.2 Annual IRP
	1.5 Accreditation 1.5 Program Review	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.	1.5 Each Student Services department will conduct a survey with a core set of questions and custom questions.	1.5 POS Student Services Dept. Surveys	1.5 Annual IRP
	1.5 Matriculation 1.5. Program Review	What are demographic, enrollment patterns, & student outcomes of Veteran students?	Veteran students? (actual student population to be determined by VA office)	To inform Veteran programs and course planning and improvement decisions	1.5 Annual analysis of VA student demographics, outcomes, & enrollments.	1.5 Veterans Report	1.5 Fall 2010 IRP
	1.6 Outreach 1.6 BSI 1.6 Matriculation 1.6 Enrollment Management	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.	1.6 Trend study of enrollment by demographic segments, placement, success, retention, and average units completed.	1.6 High School Pipeline Report	1.6 Annual IRP

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

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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?			
<p><u>Strategy 2.1</u> Offer more instruction and support services.</p> <p><u>Strategy 2.2</u> Expand campus outreach & recruitment.</p> <p><u>Strategy 2.3</u> Maintain and upgrade technology for the campus.</p> <p><u>Strategy 2.4</u> Develop stronger linkage across credit and non credit courses.</p> <p><u>Strategy 2.5</u> Evaluate bloc and non-traditional scheduling of classes.</p>	<p>2.1 Accreditation 2.1 Strategic Plan 2.1 College Priorities</p> <p>2.4 BSI 2.4 Outreach</p>	<p>How satisfied are the students with the programs, services, instruction, facilities and college environment?</p> <p>What is the enrollment pattern of the non-credit students to credit courses and how do they perform?</p>	<p>Random sample of day and evening students.</p> <p>All noncredit students and ESOL only students.</p>	<p>To inform planning and improvement decisions about programs, services, instruction, facilities and the college environment.</p> <p>To improve articulation and support for noncredit students.</p>	<p>3.1 Random sample of day and evening students surveyed in classes using a 100 item survey including Likert scaled and open-ended comment questions.</p> <p>2.4. Profile of non credit students and a comparison of success, retention and GPA of noncredit students to the general population.</p>	<p>2.1 Student Satisfaction Survey</p> <p>2.4.1 Noncredit to Credit Migration Study 2.4.2 Prior CDCP Noncredit Tracking Study 2.4.3 Prior CDCP Non-credit Student Perception Survey</p>	<p>2.1 3 year cycle IRP (due 2012)</p> <p>2.4.1 Annual IRP</p> <p>2.4.2 Fall 2010</p> <p>2.4.3 Fall 2010</p>

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Goal 3: Provide campus facilities, programs and co-curricular activities at Miramar College that enhance the college experience for students.

College Mission, Goals & Strategies	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?			
<p><u>Strategy 3.1</u> Provide an intellectual and expanded social environment.</p> <p><u>Strategy 3.2</u> Continue to publish and improve a master calendar of campus events.</p> <p><u>Strategy 3.3</u> Develop and implement new grants, systems, programs and activities.</p> <p><u>Strategy 3.4</u> Develop programs and approaches that improve global awareness and student equity</p>	<p>3.1 Accreditation</p> <p>3.1 Strategic Plan</p> <p>3.1 College Priorities</p>	<p>How satisfied are the students and employees with the programs, services, instruction, facilities and college environment?</p>	<p>Random sample of day and evening students and all employees.</p>	<p>To inform planning and improvement decisions about programs, services, instruction, facilities and the college environment.</p>	<p>3.1.1 Random sample of day and evening students surveyed in classes using a 100 item survey including Likert scaled and open-ended comment questions.</p> <p>3.1.2 All employees surveyed online with pencil and paper option available.</p>	<p>3.1.1 Student Satisfaction Survey 2009</p> <p>3.1.2 Employee Perception Survey 2009</p>	<p>3.1.1 3-year cycle (due 2012) IRP</p> <p>3.1.2 3-year cycle (due 2012) IRP</p>

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Goal 4: Initiate and strengthen beneficial partnerships with business and industry, schools and community.

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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?			
<p><u>Strategy 4.1</u> Partner with academic, business, military and community organizations.</p> <p><u>Strategy 4.2</u> Increase the involvement and input of business, ed. institutions and community.</p> <p><u>Strategy 4.3</u> Develop systemic outreach.</p> <p><u>Strategy 4.4</u> Establish a response process.</p> <p><u>Strategy 4.5</u> Develop service learning.</p>							

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Goal 5: Enhance Miramar College’s visibility, attractiveness and reputation for quality and student centeredness in a setting that celebrates diversity.

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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?			
<p><u>Strategy 5.1</u> Student population and staff reflect the diversity of the community the college serves.</p> <p><u>Strategy 5.2</u> Showcase Miramar College’s talent in the community.</p> <p><u>Strategy 5.3</u> Improve the physical appearance of the Miramar College campus.</p> <p><u>Strategy 5.4</u> Improve Miramar College’s web-based presence.</p>	<p>5.1 Strategic Plan 5.1 College Priorities 5.1 Enrollment Management</p> <p>5.1 College Priorities</p>	<p>What are the characteristics of the students being serviced and how have they changed over the years?</p> <p>What is the current climate among faculty, staff, & administrators as it relates to diversity, equity, & cultural competency?</p>	<p>Current and past students.</p> <p>Faculty, Staff, & Administration</p>	<p>To inform college--wide decisions related to increasing diversity and responding to equity initiatives.</p> <p>To inform college--wide decisions related to increasing diversity and responding to equity initiatives.</p>	<p>5.1.1 Single semester headcount profile of students by age, gender, ethnicity, enrollment status, residency, income, ed. Goal, and units attempted.</p> <p>5.1.2 Five year trend information on: headcount by demographic segments of interest, success, retention, awards conferred, transfer, FTES, persistence, & human resources.</p> <p>5.1 Collect evidence on the current climate as it relates to diversity, equity, & cultural competency</p>	<p>5.1.1 Student Profiles (aka College Demographics)</p> <p>5.1.2 Fact Book</p> <p>5.1 Campus Climate Survey</p>	<p>5.1 Semester IRP</p> <p>5.1 Annual IRP</p> <p>Fall 2010</p>

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Goal 6: Improve and strengthen Miramar College’s internal processes to include program review, master planning, strategic planning and budget development.

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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?			
<u>Strategy 6.1</u> Improve data reliability. <u>Strategy 6.2</u> Ensure stabilized and diversified funding resources. <u>Strategy 6.3</u> Strengthen collegewide preparedness and planning <u>Strategy 6.4</u> Dynamic organizational climate. <u>Strategy 6.5</u> Expand technical assistance and expertise for grant proposals.							