

San Diego Mesa College Research Committee
Research Planning Agenda 2008 – 2009
(Approved by President’s Cabinet – December 9, 2008)

Mission

The primary mission of San Diego Mesa College is to promote student access, retention, and success. Research supports the College in carrying out its mission, and all research efforts ultimately contribute to this realization.

Function

As a part of college-wide planning, the Research Committee is proposing the following Research Planning Agenda. This document is to be used as a guide to ongoing structured inquiry of research and will be updated on a regular basis. Mesa’s Research Planning Agenda is informed by the district Environmental Scan and supported by the college’s Mission Statement as well as its strategic planning process. It establishes benchmarks by which the college’s progress in research is assessed with continuous improvement based upon a cycle of planning.

Responsibility

The pursuit and sharing of knowledge is the essence of research, and every individual on campus has the capacity to be a researcher. Research is a collaborative effort and necessitates the cooperation of all campus members. While the Research Committee and shared governance bodies at Mesa facilitate the shaping of this document, all members of the Mesa community participate in carrying forth the Research Planning Agenda.

Structure and Timeline

The Research Planning Agenda comprises three Goals, each of which is supported by the Mesa Vision, Values, and Mission Statements and will be accomplished through the Strategic Initiatives. Supporting Evidence in the form of reports and resources is listed for each Strategic Initiative, and these are mapped to Indicators and Measures. Supporting Evidence is produced on an annual basis unless otherwise indicated.

Goal I: Support integrated College planning and decision-making in Instruction, Student Services, and Administrative Services

“Ensuring involvement and teamwork as we embrace the practice and policies of participatory governance to engage in ongoing dialogue about quality, learning assessment, and implementation of institutional changes to improve the student experience.” – Mesa Values Statement

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
A. Use the information from the environmental scan to identify possible areas of institutional change	1) District Environmental Scan* - as needed <ul style="list-style-type: none"> • Quick Facts • Labor Profile • Occupations with Fastest Growth • Population Projects • K-12 information
B. Inform and support enrollment management initiatives	1) FTES Report <ul style="list-style-type: none"> • FTES disaggregated by School and Program 2) FTEF Report <ul style="list-style-type: none"> • FTEF disaggregated by School and Program • Adjunct ratios
C. Inform and support the Educational/Strategic Master Plan	1) Student Success Indicators <ul style="list-style-type: none"> • Equity / Access • Engagement / Retention • Persistence • Success 2) College Indicators <ul style="list-style-type: none"> • Institutional Effectiveness
D. Inform and support Program Review	1) Program Review Year One Data – five years of data <ul style="list-style-type: none"> • Degrees / certificates • Demographic profile • FTEF: Contract, Adjunct, Overload, Total 2) Student Equity Report* (Report is at program level) <ul style="list-style-type: none"> • Success rates disaggregated by demographic variables

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
E. Inform and support Participatory Governance	<ol style="list-style-type: none"> 1) Community College Survey of Student Engagement (CCSSE) Basic Skills Oversample (Basic Skills Committee) – <i>triennial</i> <ul style="list-style-type: none"> • Active and Collaborative Learning • Academic Challenge • Student Effort • Student-Faculty Interaction • Support for Learners 2) BSI Indicators* (Basic Skills Success and Retention Committee) <ul style="list-style-type: none"> • Placement data • Section offerings • Success • Retention • Persistence • Course repetition • Percentage of sections taught by full-time faculty 3) Professional Development Needs Assessment / Conference Evaluation (Classified Staff Development Subcommittee) <ul style="list-style-type: none"> • Survey data on Classified Staff training needs and evaluation of Conference 4) Flex Evaluation (Flex Committee) <ul style="list-style-type: none"> • Survey data on faculty perceptions of Flex 5) Program Review Year One Data (Program Review) (see Goal I.D.1) 6) Research Briefs (Research Committee) <ul style="list-style-type: none"> • Research update newsletter 7) GIS Analysis of Mesa Enrollment Density (Marketing Committee) <ul style="list-style-type: none"> • Visual graphic representation of enrollment density in Mesa’s service area zip codes 8) SLO Survey (SLO Committee) <ul style="list-style-type: none"> • Survey data on Mesa’s progress with SLOs
F. Inform and support the accreditation process	<ol style="list-style-type: none"> 1) Accreditation Surveys* <ul style="list-style-type: none"> • Survey data based on accreditation standards 2) SLO Survey (see Goal I.E.8) 3) Fact Book* (Report is at College-level and indicators are disaggregated by student profile variables) <ul style="list-style-type: none"> • Headcount • Persistence • Success • Retention • Average GPA • Awards conferred • Transfer • FTES • Employee diversity 4) Student Equity Report* (see Goal I.D.2)
G. Build a culture of evidence in which institutional research is a shared, transparent process	<ol style="list-style-type: none"> 1) http://www.sdmesa.edu/institutional-research/

*District-Wide Report

Goal II: Strengthen and Improve College Programs and Services to Promote Access, Retention, and Student Success

“Providing the highest quality of education and services designed to promote access, retention, and student success.” – Mesa Values Statement

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
A. Develop and then maintain Sustained Continuous Quality Improvement with respect to Student Learning Outcomes	1) SLO Survey (see Goal I.E.8)
B. Track students through their educational endeavors from high school, placement testing, course completion including Basic Skills courses, and degree / certificate completion on through transfer to four-year institutions	1) High School to Community College Pipeline Report* <ul style="list-style-type: none"> • High school senior class portrait • Entry into SDCCD pipeline • Placement data • First-semester outcomes (unit completion, retention, success rates, average GPA, and grade distributions) 2) College Basic Skills Report* (disaggregated by student profile variables where appropriate) <ul style="list-style-type: none"> • Assessment and course-taking trends • Headcount and FTES • Success and retention • Persistence • Subsequent course enrollment / success 3) Basic Skills Initiative (BSI) Indicators* (Goal I.E.2) 4) Degree / Certificate Completion* <ul style="list-style-type: none"> • Degrees / Certificates conferred 5) District-Wide Transfer Analysis* <ul style="list-style-type: none"> • Transfer volume and percentages • Transfer equity by student demographics • Transfer destinations 6) Accountability Reporting for the Community Colleges (ARCC)** <ul style="list-style-type: none"> • Student Progress and Achievement Rate (SPAR) • Student earning at least 30 units • Persistence rate • Successful course completion rate for credit vocational courses • Basic Skills successful course completion and improvement rates for Basic Skills and English as a Second Language (ESL) • Headcount and FTES • Demographics (age, gender, ethnicity)
C. Examine student success and student equity	1) Student Equity Report* (see Goal I.D.2) 2) Fact Book* (see Goal I.F.3) 3) Scorecard (see Goal I.C.1 and 2) 4) Focus groups – qualitative data
D. Study utilization of student services, academic support and co-curricular programs, and facilities	1) Student-Athletes Study – biennial <ul style="list-style-type: none"> • Demographic profile • Transfer • Persistence • Average GPA • Transfer eligibility of course load / unit load 2) Student Satisfaction Surveys* - triennial <ul style="list-style-type: none"> • Survey data on student satisfaction 3) Point-of-Service Surveys* - triennial <ul style="list-style-type: none"> • Survey data on perceptions of customer service 4) Program assessment – as needed 5) Matriculation data* - as needed <ul style="list-style-type: none"> • Data from Management Information Systems (MIS)

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
E. Measure student engagement	1) Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE) – triennial (see Goal I.E.1)
F. Explore innovative ways of teaching and learning	1) Learning Communities Project <ul style="list-style-type: none"> • Survey data / indicators to be determined as needed 2) Examination of alternative modes of teaching and learning <ul style="list-style-type: none"> • Survey data / indicators to be determined as needed
G. Support faculty and staff inquiry	1) Consultation with stakeholders regarding Requests for Research Reports and Requests for Surveys <ul style="list-style-type: none"> • Research Reports • Survey Reports

*District-Wide Report

**State-Wide Report

Goal III: Develop and promote linkages with the surrounding community to provide grounds for a multilateral investment in our students as they move along the continuum from academics to career.

“These community relationships provide grounds for a multilateral investment in our students as they move along the continuum from academics to career.” – Mesa Mission Statement

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
A. Inform Marketing and Promotional Activities	1) GIS map of enrollment density (see Goal I.E.7)
B. Track achievement in vocational placements, employment, and internships	1) Graduate Follow-Up Surveys – as needed <ul style="list-style-type: none"> • Survey data on graduate satisfaction with program 2) Employer Surveys – as needed <ul style="list-style-type: none"> • Survey data on employer satisfaction with graduate performance
C. Inform Articulation	1) Top Transfer Institutions Report <ul style="list-style-type: none"> • Top CSU, UC, in-state private, and out-of-state transfer institutions 2) District-Wide Transfer Analysis* (see Goal II.B.5)

*District-Wide Report

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