

## Summary of Research and Planning Support for Accreditation 2010

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The San Diego Community College District Office of Institutional Research and Planning (IRP) provides ongoing data, information and consultation to the colleges and Continuing Education for the purpose of informing planning and improvement decisions. The IRP generates regular sets of comprehensive reports for all the three colleges and Continuing Education that include trend data and benchmark information on critical indicators of institutional effectiveness. Additionally, the IRP responds to myriad requests from faculty, staff and administrators for ad hoc studies which are more narrowly focused or of special interest to a small group at the institution. The IRP produced over 200 reports and briefings for the colleges, Continuing Education and District in 2008/09. This inventory of reports and activities provides a summary of the most relevant research activities in support of the Accreditation 2010 self-study process.

1. Comprehensive Fact Books. The Fact Books were distributed to the colleges and CE and posted on the IRP website in Fall 2008. Each Fact Book contained five year trend data and benchmark information in the following areas:
  - Enrollment
  - Headcount by demographic segments (age, gender and ethnicity)
  - FTES
  - Successful course completion rates
  - Retention rates
  - Persistence rates
  - Awards conferred
  - Transfer
2. Institutional Overviews. Narrative descriptions for each college and CE were provided in Fall 2008 to be used as the demographic section of the introduction in the accreditation self-study reports. Each narrative provided an overview of the service area demographics, as well as an overview of the student population.
3. Student Satisfaction Survey Reports a & Briefings. The student surveys were developed in the Fall 2008 and administered both online and in the classrooms at colleges and CE in the Spring 2009. The results from the surveys were processed and reports and briefings were provided in Spring and Fall 2009.
4. Employee Perception Survey Reports & Briefings. The employee surveys were developed in the Fall 2008 and administered at each college and Continuing Education in the Spring 2009. The results from the surveys were processed and reports and briefings were provided in Spring 2009 and Fall 2009.
5. Point of Service Survey Reports & Briefings. The POS surveys were developed in the Fall 2008 and administered at each college and CE in the Spring 2009. There were a total of 57 surveys administered, both online and paper and pencil, in the various student support services departments. The results from the surveys were processed and reports and briefings were provided in Spring 2009 and Fall 2009.

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6. Basic Skills Reports & Briefings. A set of reports on the Basic Skills classes and students were provided to the colleges in Fall 2008. Briefings at each college on the results found in the reports were also conducted at each college. The reports and briefings included five year trend data and benchmarks in the following areas:
  - Enrollment
  - Headcount by demographic segments (age, gender and ethnicity)
  - Successful course completion rates
  - Retention rates
  - Persistence rates
  - Subsequent enrollment and success into college-level courses
  
7. High School Pipeline Reports. This set of reports was provided to each of the colleges at the beginning of the Fall 2008 semester. The report was intended to be used to assist colleges with their outreach efforts as well as their First Year Experience initiatives, Basic Skills initiatives and other program and planning initiatives related to incoming freshmen students. The report contained five year trend data and benchmarks in the following areas:
  - Enrollment by demographics including zip code analysis
  - Placement results
  - Average units completed
  - Successful course completion rates
  - Retention rates
  
8. Equity Reports. The Equity Reports are a regular series of reports posted on the IRP website at the beginning of each spring semester. The reports are intended to be used for Program Review and academic planning purposes. The information in these report provide a snapshot of the most current fall semester and include information in the following areas:
  - Enrollment
  - Successful course completion rates
  - Retention rates
  - GPA
  
9. Student Migration from Non-Credit to Credit Report & Briefing. Two regular reports are produced tracking the non-credit students into college credit courses. These studies examine the progress and success of the non-credit population including the ESL population into credit basic skills courses. The information is widely shared with the colleges, Continuing Education and the Board of Trustees through briefings and narrative reports.

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10. Basic Skills Outcomes and Research Capacity Building. The Research Office is in the process of putting together the next phase of Basic Skills reports for the colleges which will provide a third set of reports in the past three years. These reports will provide additional information on subsequent success in college and transfer level courses, as well as research that shows the course taking patterns and outcomes of students with placement levels and those without.
11. College-wide Research Agendas. The Research Office has been involved in assisting both Miramar College and City College in establishing an infrastructure for requesting, processing and using research data and information. The Director of IRP along with the Research Analysts and Campus-based Researchers have been meeting regularly with the colleges' Research Committees to flesh out a model and an approach for putting together a college-wide research agenda and for managing ad hoc research requests. Currently, both Miramar and City have a draft research agenda that is being vetted to the shared governance groups. Each college will have a set of annual research reports that are tied to their strategic goals and priorities and satisfy the core needs of the college for planning and decision making. The special interest or ad hoc requests will be filtered through the college Research Committees identify the linkage between the request and other research or activities being done on campus and to maximize resources.
12. Increasing Institutional Research Capacity. The Research Office provides models, approaches and consultation to the colleges and CE on building a solid infrastructure for managing the increasing demand for data and information. As a result the colleges and CE are strengthening their cultures of evidence and building cultures of inquiry. The areas of support in this area include:
  1. Project Management Strategies (e.g., determining project specs & estimating time on task, managing resources and implementing QA processes)
  2. Providing Consultation and Conducting Needs Assessments (e.g., using processes of inquiry and developing action research teams)
  3. Generating Data and Information (e.g., building a data warehouse, creating useful report templates)
  4. Responding to the Demand (e.g., research agendas, processes for linking research to college goals, initiatives and budget, procedures for requesting research, research protocols and criteria for prioritizing requests)
  5. Communication and Information Sharing (e.g., web presence, briefings and online decision support systems)
  6. Ensuring Data Quality/Data Integrity (e.g., standards for conducting research, standards for reporting research, operational definitions and techniques & procedures for validating data)

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13. IRP Website. The Research Office maintains an extensive website with reports and information about research in the District. The website has seven major sections: Board Reports, Student Profiles, Enrollment/FTES, Program Data, Student Outcomes, Research Reports and Accreditation. Each section contains current and recently produced reports. The Accreditation section organizes the research by accreditation standard and provides updates and other pertinent information related to the accreditation self-study process.