Summary of Research and Planning Support for Accreditation 2010

The San Diego Community College District Office of Institutional Research and Planning (IRP) provides ongoing data and information, as well as consultation and facilitation to the colleges and Continuing Education for the purpose of informing planning and decision-making processes. The IRP generates regular comprehensive reports for all of the colleges and Continuing Education that generally include trend data and information on key performance indicators for institutional effectiveness. Additionally, the IRP responds to myriad requests from faculty, staff and administrators for special studies and information needed to inform or evaluate a specific program, intervention or initiative. In 2008/09 the IRP produced over 200 reports and briefings for the colleges, Continuing Education and District. A partial inventory and summary of reports and data facilitation activities that directly support the Accreditation self-study process and the WASC/ACCJC Standards is herein provided.

1. Comprehensive Fact Books. The annual Fact Books were distributed to the colleges and CE and posted on the IRP website in Fall 2008 and Fall 2009. Information sessions were conducted at each campus to provide an overview of the content of the Fact Book and to engage the college community in a discussion of trends and benchmarks. Each Fact Book contained five-year trend data and benchmark information in the following areas:
    - Enrollment
    - Headcount by demographic segments (age, gender and ethnicity)
    - Successful course completion and Retention rates
    - Persistence rates
    - Awards conferred
    - Transfer
    - Productivity and Efficiency: FTES, Load, Enrollment and Fill Rates
    - Human Resources: Employee diversity

2. Institutional Overviews. Narrative descriptions for each college and CE were provided in Fall 2008 and updated in Fall 2009. The narratives were provided so that they may be used in the demographic section of the introduction of 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 & 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 comprehensive reports were produced. Interactive briefings were conducted on each campus during the Spring 2009 and Fall 2009 semesters and were facilitated by the research staff.

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 comprehensive reports were produced. Interactive briefings were conducted on each campus during the Spring 2009 and Fall 2009 semesters and were facilitated by the research staff.

5. <u>Point of Service Survey Reports & Briefings</u>. 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 were provided to the colleges and CE in Spring 2009.

6. <u>Basic Skills Reports & Briefings</u>. A set of reports on the Basic Skills classes and students were provided to the colleges in Fall 2008 with follow up Basic Skills reports in Fall 2009. Interactive briefings at each college were facilitated in the Fall 2008 and Fall 2009 semesters to discuss the results in the reports. 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
    - Comparison of Success and Retention rates of Supplemental Instruction vs. Non-Supplemental Instruction classes
    - Longitudinal Tracking of Basic Skills Students: Terminal Outcomes reported were: Transfer, Degree, Certificate Awarded

7. <u>High School Pipeline Reports</u>. This set of reports was provided to each of the colleges at the beginning of the Fall 2008 and Fall 2009 semesters. 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
    - Comparison of outcomes by incoming preparation level (SAT scores, A-G Completers and Degree holders/Non-degree holders)

8. <u>Equity Reports</u>. The Equity Reports are a regular set 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. <u>Student Migration from Non-Credit to Credit Report & Briefing</u>. Two regular reports are produced each year, 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.

10. <u>College-wide Research Agendas</u>. The Office of Research and Planning 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 adopted a collegewide research agenda that outlines priority research for the college. 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.

11. <u>Increasing Institutional Research Capacity</u>. 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. Providing Consultation and Facilitating Data-driven Discussions (e.g., using processes of inquiry and developing action research teams)

   2. Generating Data and Information (e.g., building a data warehouse, creating useful report templates)

3. 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)

4. Communication and Information Sharing (e.g., web presence, briefings and online decision support systems)

5. Ensuring Data Quality/Data Integrity (e.g., standards for conducting research, standards for reporting research, operational definitions and techniques & procedures for validating data)

6. Project Management Strategies (e.g., determining project specs & estimating time on task, managing resources and implementing QA processes)

12. <u>IRP Website</u>. 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.