

Mission

The primary mission of San Diego Mesa College is to inspire and enable student success in an environment that is enhanced by diversity, is responsive to our communities, and fosters scholarship, leadership and responsibility. 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 and will be updated on a regular basis. Mesa's Research Planning Agenda supports the college's Vision, Mission, and Values, as well as its integrated planning framework and process. It establishes benchmarks by which the college's progress 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 participatory 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

The Research Planning Agenda comprises the four Goals of 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 hyperlinked, where possible, to online reports, as well as being mapped to Indicators and Measures.

Timeline

Supporting Evidence is produced on an annual basis unless otherwise indicated.

*Denotes District-Wide Reports

**Denotes State-Wide Reports

San Diego Mesa College Research Planning Agenda | 2010-2011

Goal I: To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education, and basic skills.

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
A. Support the exercise of praxis (action + reflection) among Instructional Programs and service areas in Students Services and Administrative Services	1) Program Review Instructional Programs Diversity Data – five years of data – <i>provided in Year One only</i> • Enrollment • Demographic profile • Degrees / certificates • 5-Year Program Average Benchmarks • College-wide benchmarks 2) Program Review Instructional Programs Productivity Data – five years of data (census classes only) • Enrollment • #CRNs • FTES • FTEF: Contract, Adjunct, Overload, Total, as well as % Contract Faculty • WSCH • Load (WSCH/FTEF) 3) Program Review Instructional Programs Outcomes Data – five years of data (census classes only) – replaces Equity Report • Success • Retention 4) Point-of-Service Surveys* - triennial (2008) • Survey data regarding customer service in Student and Administrative Service areas 5) Student Services and Administrative Services internally-collected data
B. Measure and report transfer volume and degrees / certificates conferred	1) District-Wide Transfer Analysis* • Transfer volume and percentages • Transfer equity by student demographics • Transfer destinations 2) Awards Report* • Degrees / certificates conferred
C. Provide a comprehensive developmental education program that integrates instruction and student services to prepare a diverse student population for success in transfer-level courses, four-year degree and certificate programs	1) Accountability Reporting for the Community Colleges (ARCC)** • Basic Skills successful course completion • Improvement rates for Basic Skills and English as a Second Language 2) Community College Survey of Student Engagement (CCSSE) Basic Skills Oversample – <i>triennial</i> • Active / Collaborative Learning, Academic Challenge, Student Effort, Student-Faculty Interaction, Support for Learners 3) Basic Skills Report* (Basic Skills Success and Retention Committee) • Placement • Enrollment • Success/Retention/Persistence • Cohort Tracking 4) May Basic Skills Retreat Data • Supplemental Instruction

San Diego Mesa College Research Planning Agenda | 2010-2011

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
D. Develop and then maintain Sustained Continuous Quality Improvement with respect to Student Learning Outcomes	1) SLO Survey • Survey data on Mesa's progress with SLOs 2) SLO assessment findings (TaskStream)
E. Maintain effective enrollment management and curriculum balance	1) Decision Support System 2) Weekly Tallies Report* 3) Enrollment demographics
F. Build a culture of inquiry in which research is a shared, transparent process	1) http://www.sdmesa.edu/institutional-research/

Goal II: To provide a learning environment that maximizes student access and success, and employee well-being.

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
A. Provide effective student services, academic support and co-curricular programs	1) DSP&S Report* 2) EOPS Report* 3) First-Year Experience Report* 4) STAR/TRIO Report* 5) Student-Athletes Study – triennial (2010)
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) Accountability Reporting for the Community Colleges (ARCC)** • Student Progress and Achievement Rate (SPAR) • Student earning at least 30 units • Persistence rate 2) High School to Community College Pipeline Report* • High school preparation • Entry into SDCCD pipeline • Placement data • Performance outcomes
C. Measure student engagement and satisfaction	1) Student Satisfaction Survey* - triennial (2008) • Survey data based on accreditation standards regarding student satisfaction
D. Measure employee perceptions and satisfaction	1) Employee Perception Survey* - triennial (2008) • Survey data based on accreditation standards regarding employee perceptions 2) Flex Evaluation (Flex Committee) • Survey data on faculty perceptions of Flex 3) Professional Development Needs Assessment / Conference Evaluation (Classified Staff Development Subcommittee) • Survey data on Classified Staff training needs and evaluation of Conference
E. Support faculty and staff inquiry	1) Consultation with stakeholders regarding Requests for Research Reports and Requests for Surveys • Research Reports • Survey Reports

San Diego Mesa College Research Planning Agenda | 2010-2011

Goal III: To respond to and meet community needs for economic and workforce development.

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
A. Use the information from the environmental scan to assess economic and workforce development needs	1) District Environmental Scan * - as needed • Quick Facts • Labor Profile • Occupations with Fastest Growth • Population Projects • K-12 information • Workforce development
B. Track achievement in vocational courses and beyond: licensure, placements, internships, and employment	1) Accountability Reporting for the Community Colleges (ARCC) ** • Successful course completion rate for credit vocational courses 2) Internal data collected by career-technical education programs and Work Experience program • Licensure, internships, placements, employment

Goal IV: To cultivate an environment that embraces and is enhanced by diversity.

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
A. Serve a student and employee population whose characteristics closely mirror those of the surrounding community	1) Accountability Reporting for the Community Colleges (ARCC) ** • Headcount and FTES • Demographics (age, gender, ethnicity) 2) Fact Book * (Report is at College-level, disaggregated by student characteristics) • Headcount • Employee diversity 3) GIS map of population density (biennial) • Visual graphic representation of population density in Mesa's service area zip
B. Strive for equitable outcomes	1) Fact Book * (Report is at College-level, disaggregated by student characteristics) • Persistence • Success Rates • Retention Rates • Average GPA • Awards conferred • Transfer • Employee diversity
C. Gauge campus climate	1) Campus Climate Survey* - triennial (2011)

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