Cañada College

Research Plan 2014-2017

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Supported by Research Advisory Group

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Mission, Vision and Values

Mission

Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

Vision

Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

Values

- Transforming Lives
- High Academic Standards
- Diverse and Inclusive Environment
- Student Success in Achieving Educational Goals
- Community, Education, and Industry Partnerships
- Communication and Collaboration
- Engaging Student Life
- Accountability
- Sustainability
- Transparency

Purpose

The purpose of the Research Plan 2014-2017 for Cañada College is to provide a blueprint for the institution's research and planning efforts.   The plan outlines the institution's research priorities which are guided by the institution's Strategic Plan (2012-2017), Educational Master Plan (2012-2017), Student Equity Plan, Distance Education Plan, and the Basic Skills Plan. Specifically, this research plan identifies the activities which will be undertaken in support of these existing institutional plans and synthesizes this information into a single document which provides the College with a clear direction for its research efforts over the next three years.

Strategic Directions/Goals

Teaching and Learning (TL)
Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems

Completion (C)
Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.

Community Connections (CC)
Build and strengthen collaborative relationships and partnerships to support the needs for our community

Global and Sustainable (GS)
Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.

Overall Focus: Completion
The overall focus for the college is to have our students complete their educational goals. There are a number of activities we can take to improve our services for students to improve the completion rate. In order to effectively implement the plans given limited resources, initiatives have been selected for each of the next three years. The campus community is asked each year to develop their annual plans considering the focus for the year.

Process for the Development of the Research Plan 2014-2017

After Cañada College developed various plans, the Office of Planning, Research, and Institutional Effectiveness (PRIE) then collected, organized, and analyzed the following:

(a) the components of research elements from each of the plans,

(b) the research functions which are defined by the College,

(c) the accreditation and Chancellor's Office's requirements, and

(d) the research needs of the president's Cabinet members and district

The results of such analysis were used to establish the Cañada College's Research Plan 2014-2017. Therefore, this plan can systematically support the College's multiple priorities and accreditation efforts, and using Educational Master Plan framework as the foundation.

The organization of the plan is outlined below. The various plans referenced above include the following:

- Cañada College Educational Master Plan 2012-2017
- Cañada College Strategic Plan 2012-2017
- Cañada College Distance Education Plan 2012-2015
- Cañada College Student Equity Plan 2012-2017
- Cañada College Basic Skills Plan 2012-2017
- Cañada College Strategic Enrollment Plan
- District Strategic Plan

Other research functions include but are not limited to the following:

- Program Review
- Student Learning Outcomes
- Enrollment Reports
- Student Characteristics Reports
- Employee Characteristics Report
- Cañada College Data Dashboard training support
- Student Success Scorecard Report
- Accreditation Standards and related reporting
- Routine reporting
- Routine surveys

The Office of PRIE collaborated with the president, vice president of instruction, vice president of student services, deans, academic senate, classified senate, and key faculty and staff in the development of this research plan.. Many thanks to the Research Advisory Group members below:

President Dr. Larry Buckley	Academic Senate President Doug Hirzel
Vice President for Instruction Dr. Gregory Anderson	Classified Senate President Debbie Joy
Vice President for Student Services Dr. Robin Richards	Professor Dr. David Clay
Dean Dr. Janet Stringer	Professor Dr. Anniqua Rana
Dean Dr. David Johnson	Professor Dr. Carol Rhodes
Dean Kim Lopez	Professor Dr. Jeanne Gross
College Business Officer Vickie Nunes	Professor Dr. Martin Partlan
Planning & Research Analyst Brandon Price	Professor Jane Rice

Educational Master Plan 2012-2017

EMP Objective 1: Teaching and Learning

March EMP Objective 1.1: Assess the institutional student learning outcomes and discuss the assessment results throughout the campus.

> 1.1.1. Office of Planning, Research, and Institutional Effectiveness (PRIE) supports the College SLO Task Group, faculty, and staff to (a)develop and refine institutional SLOs (b)identify appropriate methods for assessing institutional SLOs,(c) examine the results of SLO assessments, and (d) develop strategies for improving the process of assessing SLOs when it is appropriate.
>
> 1.1.2. PRIE supports members of the campus community in their efforts to conduct assessments using defined measures and to catalog the results of those assessments.
>
> 1.1.3. PRIE supports members of the campus community to develop methods for examining the results of the assessments.
>
> 1.1.4. PRIE supports members of the campus community to make needed changes in the College SLOs, assessment measures, curricula, and services.

July Institutional Learning Outcomes (ILO)

> PRIE provides College wide/Institutional student learning outcomes (ILO) reports each year.

July Program Learning Outcomes (PLO)

> PRIE supports Program Learning Outcomes (PLO) reports when needed each year.

July Course Learning Outcomes (CLO)

> PRIE supports Course Learning Outcomes reports when needed each year.
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> *The evidence the College presents include student learning outcomes (mastery of the knowledge, skills, abilities, competencies attitudes, beliefs, opinions, and values at the course, program, and degree levels in the context of each college's mission and population) and should include data on the following:*
> - *Development, dissemination, and assessment of student learning outcomes attainment*
> - *Samples of student work/performance (recitals, projects, capstone courses, etc.)*
> - *Summary of assessment data on student learning outcomes*
> - *Measurement and analysis of student attainment of student learning outcomes used as part of the institution's self evaluation and planning processes*
> - *Improvement of the teaching/learning process as a result of the above analysis*
> *Citation: from ACCJC Guide to Evaluating Institutions (page 7), July 2013 Edition*
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EMP Objective 1.2: Assess, evaluate, and implement flexible course scheduling options and pathways to accommodate students' needs.

(District Strategic Plan Recommendation 3.1c: Strengthen course offerings, services and workplace opportunities that prepare students for the demands of the contemporary workforce. (Enrollment Strategic Plan))

      1.2.1. PRIE assists to evaluate students' needs for course offerings (e.g., online, day/evening, block schedule, length of time, pathway)

EMP Objective 2: Completion

August EMP Objective 2.1: Improve connections by linking outreach activities with the instructional programs to increase the interest in Cañada College, to include conducting outreach to middle schools, high schools, and community-based agencies to promote higher education.

> 2.1.4. PRIE provides high school principals and superintendents with an annual report detailing how their former students have performed at Cañada College.

December EMP Objective 2.3: Improve connections with potential students by conducting an engaging, well thought out orientation program that provides students with a thorough understanding of college requirements and financial aid.

> 2.3.2. PRIE supports the assessment of new student orientation annually.
> 2.3.3. PRIE supports the assessment of student orientation, placement, counseling, and course taken success annually.

Fall EMP Objective 2.4: Improve entry by identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, honors, and courses/programs.

> 2.4.3. PRIE assesses the success of students in completing pathways and persisting to the next semester.

Fall EMP Objective 2.6: Improve progress through increased intentional counseling and other services to guide students to completion of their goals.

> 2.6.1. PRIE assists the identification of key gatekeeper courses and monitors course success before and after a strategy implementation.
> 2.6.2. PRIE assists with the identification of unit thresholds for interventions (e.g., 30 earned units triggers services; certain size gap between attempted and earned units triggers visit).

July EMP Objective 2.9: Improve completion by streamlining and removing bureaucratic barriers to receiving degrees and certificates.

> 2.3.3. PRIE provides data needed to examine the effect of the college's efforts to increase student completion. (This data includes the number of degrees and certificates awarded annually, units earned at time of completion, number of students with high unit loads who have not earned degrees or certificates, number and proportion of students who have met their educational goal, etc.).

Fall EMP Objective 2.11: Improve completion by enhancing the Transfer Center outreach, activities, and articulation.

(Related to District Strategic Plan Recommendation 2.4c: Identify strategies for understanding and addressing the decreasing trend in transfers to CSU.)

> 2.11.4. PRIE provides data needed for the examination of the effect of the college's efforts to increase student transfer. (Work with transfer center)

September EMP Objective 2.12: Monitor the student success and completion data on a regular basis to assess progress.

> 2.12.1. PRIE publishes "dashboard data" (Benchmark Report) on success rates of students, including analysis of demographics annually (fall).
>
> 2.12.2 PRIE develops and implements a plan for the use of the "dashboard data" throughout the college.

September Benchmark Report

PRIE provides Benchmark Report annually to the College on institution-set standards for student performance, encourage dialogues, and support appropriate change to increase student performance.

Institution-set Standards for Student Performance
The institution must establish standards of success with respect to student achievement and learning in relation to the institution's mission. It will set expectations for course and program completion, student persistence from term to term, degree and certificate completion, state licensing examination scores, job placement and transfer rates. The institution must demonstrate it gathers data on institution-set standards, analyzes results on student achievement and learning and makes appropriate changes/improvements to increase student performance, educational quality, and institutional effectiveness.

Citations/Resources: ACCJC Guide to Evaluating Institutions (page 6), July 2013 Edition

Evidence on Student Achievement and Student Learning
The evidence the institution presents should be about student achievements (student movement through the institution) and should include data on the following:

- *Student preparedness for college, including performance on placement tests and/or placement*
- *Student training, needs, including local employment training needs, transfer education needs, basic skills needs, etc.*
- *Course completion data*
- *Retention of students from term to term*
- *Student progression to the next course/next level of course*
- *Student program (major) completion*
- *Student graduation rates*
- *Student transfer rates to four-year institutions*
- *Student job placement rates*
- *Student scores on licensure exams*

The evidence should be disaggregated by:

- *age,*
- *gender,*
- *race/ethnicity,*
- *socio-economic status,*
- *delivery mode,*
- *instructional site,*
- *cohort group,*
- *other categories, as relevant to the institution's service area and mission*

The data should be provided separately for the following credit/non-credit programs:

- *Liberal Arts or Liberal Education/Transfer Programs*
- *Career and Technical Education (CTE) Programs*
- *Basic Skills and English as a Second Language (ESL) Programs*

Data on Incoming Students:

- *Student preparedness for college, including need for academic advising, assessment scores indicating need for remedial instruction and orientation, etc.*
- *Student training needs, including local employment training needs, transfer education needs, basic skills and/or ESL needs, etc.*
- *Student educational goals*

Data on Enrolled Students:

- *FT/PT student enrollment across the institution's range of instructional programs*
- *Annual growth/decline in headcount enrollment (numbers or rates)*
- *Course completion*
- *Persistence of students from term to term*
- *Student progress to the next course in a sequence of courses/next level of course*
- *Student program completion*
- *Certificate/Degree completion*
- *Student transfer to four-year institutions*

Data on Graduates

- *Student job placement as appropriate*
- *Licensure/certification exam as appropriate*

Other required evidence related to student achievement

- *Policies and procedures for award of credit, including application of the credit hour definition in the Commission's "Policy on Institutional Degrees and Credits"*
- *Policies and procedures for transfer of credit, including examples of the decision-making process*
- *Comprehensive list of agreements with other institutions on transfer of credit*

Citation:
ACCJC Guide to Evaluating Institutions (page 6), July 2013 Edition
ACCJC Manual for Institutional Self Evaluation (page 23), June 2013 Edition
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July   ## EMP Objective 3: Community Connections

EMP Objective 3.1: Establish a campus community outreach advisory group to address communication and collaboration with the community.

3.1.4. Produce the high school report to assist the community connections effort for concurrent high school characteristics, high school graduates placement reports, and high school origin report annually. (Same as EMP 2.1.4)

Summer ## EMP Objective 4: Global and Sustainable

EMP Objective 4.2: Through the Center for International and University Studies (CIUS), expand the international program.

4.2.1. PRIE provides data needed by the International Student Educational Program.

Distance Education Plan (DE Plan)

July DE Plan Goal 1: Broaden distance education course offerings to meet the needs of Cañada students.

> PRIE provides data and analysis related to online course offerings and enrollment to allow planning for future offerings. PRIE collaborates with deans and faculty to ensure planning and scheduling allow growth as indicated by the data review.
>
> The office of PRIE supports the examination of student demand for online education. This includes providing statistics regarding existing enrollment patterns, developing instruments to assess student satisfaction with or interest in online education, etc.

July DE Plan Goal 3: Develop DE assessment and continue to routinely assess and review the performance of students in on-line compared to face-to-face classes.

> PRIE provides data on student course retention and success in online, hybrid and face-to-face courses by semester.

Fall DE Plan Goal 4: Increase student awareness, retention, and success.

> The DE committee provides data to PRIE by working with student services to continue monitoring usage of the online orientation, online counseling services, online library services, online tutoring, etc. to ensure access for our students.

Student Equity Plan 2012-2017 and Basic Skills Plan 2014-2017

(Related to the District Strategic Plan Recommendation 1.2b: Develop a holistic diversity framework that supports the access and success of diverse student populations, promotes institutional vitality and viability, and serves all students equitably.)

Student Equity Plan (SEP) Goal 1: Access

March

SEP Objective 1.1: Maintain HSI status by continuing outreach efforts that support access for Hispanic students.

> PRIE provides data on HSI status annually.

Fall
Spring

SEP Objective 1.2: To identify best practices in the recruitment of Black and White students to Cañada.

> PRIE provides report on Black and White students needed by the Student Equity Plan.

Student Equity Plan (SEP) Goal 2: Success

Fall
Spring

SEP Objective 2.1: To develop programs and activities to (a) improve overall course success rates and (b) ensure the course success rates are equitable among all of the ethnic groups.

> PRIE provides course success rate report by ethnic groups and facilitate the data dialogue to support the development of programs and activities.
>
> PRIE also monitors the success rate for Black students to determine progress in meeting the goals stated in the SE Plan objective 2.1c. (The increase of 1% per year in success rate for Black students)

Student Equity Plan (SEP) Goal 3: Persistence

Fall
Spring

SEP Objective 3.1: To ensure all new students persist from fall to spring as dictated by their educational goals, as well as by ethnicity.

> PRIE provides fall to spring persistence data, disaggregated by educational goals and by ethnicity. (Special focus on Black students as stated in the SE Plan Objective 3.1a).

Fall
Spring

SEP Objective 3.2: Identify why Filipino and Asian students have a high course success rate and low persistence rate.

> PRIE studies the course enrollment patterns of Filipino and Asian students as well as the course success and persistence rates.

Fall
Spring

Student Equity Plan (SEP) Goal 4: Completion

SEP Objective 4.1: Increase the completion rate of students in degree and certificate programs.

PRIE provides completion information in degree and certificate programs with special focus on Hispanic, male, Black, and Filipino students as stated in the SE Plan Objective 4.1, in addition, to assist the development of a clear pathways to completion plan.

Student Equity Plan (SEP) Goal 5: Basic Skills and ESL

Summer   ### SEP Objective 5.1: To increase the course success rate in basic skills/ESL to the average course completion rate for the college.

PRIE provides course success rate in basic skills/ESL as well as Black students who are in basic skills/ESL.

Summer   ### SEP Objective 5.2: ESL students will successfully move into academic and vocational classes at a higher rate than before 2010.

PRIE provides information on ESL students move into academic and vocational classes each year and compare with 2010.

Student Equity Plan Recommended Initiatives

September   ### SEP Initiative A: Provide disaggregated data for all annual plan/program reviews

PRIE provides program review data packet which include students' course retention and success by various ethnicity groups, as well as by basic skill, transfer, and CTE courses.

Fall   ### SEP Initiative C: Review and revise placement and placement exams

PRIE works with student services division and study alternative mechanisms for placing students into Basic Skills or transfer level Math and English, may include high school GPA, transcripts in junior and senior math and English, the Common Core Curriculum, SAT scores, AP success.

PRIE works with student services division and basic skills committee on preparing and implementing a pilot study of a substantial cohort of students who would benefit from alternative placement mechanisms and innovations in basic skills curriculum and pedagogy.

Strategic Enrollment Plan

Enrollment Management Goals

Fall
Spring

PRIE provides the Enrollment Report to the Cabinet at the beginning of each semester.

PRIE provides enrollment data on current high school student, including Middle College High School.

PRIE support and provide enrollment data on international students.

Student Success Goals

Fall
Spring

See Student Equity Plan, Basic Skills Plan, and DE Plan.

PRIE and DEAC monitor DE course success rates and support the research on understanding why DE students are not successful.

Student Demographic Goals

Fall
Spring

PRIE support the research on identifying the percentage of high school graduates that directly enter four-year institutions, bypassing the community college, and the percentage that are not pursuing any form of higher education.

PRIE provides enrollment data for evening and weekend course offerings.

PRIE support the research on identifying the lifelong learning needs of the greying population.

Instructional Program Offerings and Labor Markets Goals

Fall
Spring

PRIE provides data from CTE launch board and labor markets database.

New Student Enrollment Pipeline Goals

Fall
Spring

PRIE provides data on summer/fall application to orientation.

PRIE provides data on summer/fall application to registration.

PRIE provides data on spring/summer orientation to registration.

Program Review

September | **Program Review Data Packet**

> PRIE provides Program Review Data Packet each September for programs to prepare their program review process/report.

December | Administrative Services Program Review support

> PRIE provides support to the Administrative Services Program Review each year.

December | Student Services and Other Program Review support

> PRIE provides support to the Student Services Program Review each year.

September
January | **Student Characteristics Reports**

> PRIE provides Student Characteristics Report for fall and spring at the beginning of each semester.

Spring | **Employee Characteristics Report**

> PRIE works with the Office of Human Resources or Business Office to provide a College employee characteristics report.

Fall
Spring | **Cañada College Data Dashboard training support**

> PRIE provides training on the utilization of the Cañada College Data Dashboard to all College administrators, faculty, and staff.

April | **Student Success Scorecard Report**

> PRIE provides the Cañada Student Success Scorecard Report to the Cabinet in April of each year.

March | **Accreditation Related Reporting**

> PRIE works with senior leaders to provide accreditation related routine reporting (i.e., Annual Report).
> PRIE provides data based on the following ACCJC Achievement requirement.

October
December
February
April | **Other Routine Reporting**

> PRIE provides routine reporting related to local, state, and federal (i.e., IPEDS) agencies.

Fall
Spring
Survey Reporting

PRIE provides routine survey reporting related to local, state, and federal agencies.

November
Student Equity Plan (Chancellor's Office)

PRIE provides support on the completion of the Student Equity Plan.

Communications

These reports based on objectives from various plans are communicated through the following methods:

- electronic "Olive Hill Press" or general college wide email system to the College community
- email, paper or website reference provided to the president's Cabinet
- email, paper or website reference provided to the instructional team
- email, paper or website reference provided to the student services team
- email, paper or website reference provided to academic senate
- email, paper or website reference provided to appropriate governance committees
- verbal or PowerPoint delivery in President's Open Forum

Outcomes

The outcomes of utilizing these reports will be demonstrated in the Strategic Plan Progress Report, the Educational Master Plan Progress Report, and college's various plans progress reports, in terms of how people make changes in their strategies to improve student success.