

Monterey Peninsula College Institutional Research 2000 – 2001 Research Agenda

Purpose of Research

The purpose of research at Monterey Peninsula College is to support and evaluate institutional effectiveness.

Types of Research Activities

The Office of Institutional Research will: (1) conduct mandated research, (2) establish baseline data, (3) support strategic planning and accreditation, (4) evaluate the Long-Term Institutional Goals, and (5) conduct ad hoc research, as needed.

The Office of Institutional Research will conduct research projects in several areas to satisfy the research needs, described above. The research areas include: (a) student enrollment and demographics; (b) student assessment, performance, and outcomes; (c) student satisfaction, needs, and perceptions, (d) faculty and staff demographics, satisfaction and perceptions; and (e) community information.

Institutional Research Agenda

MPC's institutional research agenda, on the following two pages, establishes the projects and timelines for a three-year period. It also highlights the college-wide institutional research needs that each research project satisfies. The institutional research agenda was developed in coordination with the Institutional Research Advisory Committee.

Institutional Research Advisory Committee

The role and function of the Institutional Research Advisory Committee (IRAC) is to support, advise, and recommend action policies and procedures to the President's Office and the Office of Institutional Research (OIR). The committee acts as an advisory committee and is not directly responsible for the actual research practices and procedures implemented by the Office of Institutional Research. The committee provides guidance in prioritizing research tasks to be undertaken at Monterey Peninsula College and assumes the role as a "buffer" and/or "ear" between the OIR and the various campus constituents. The committee may recommend policy and procedures; suggest a paradigm for project priorities; review research materials for publication; provide research suggestions and comment; develop/recommend an annual research agenda; and in general, provide a forum to be used at the discretion of the President's Office and the Director of Institutional Research. The control, authority, and responsibility for the institutional research efforts at Monterey Peninsula College is delegated to and remains with the Office of Institutional Research under the discretionary authority of the President's Office.

The IRAC is comprised of nine members meeting on a bi-monthly schedule. Members include the dean of instruction, occupational education, and economic development; the dean of counseling/admissions/records; a community representative; a representative from computing services; a strategic planning representative; and three members of the faculty. The ex-officio members of the committee include the college president and the director of institutional research. The consensus model of resolution will be utilized as the basis for any committee recommendations.

Monterey Peninsula College Institutional Research Agenda

Area/Project	Purpose of research	Implementation Year		
		2000-01	2001-02	2002-03
Federally-mandated reporting				
IPEDS and other reports	Required for Title IV institutions, data available to public via web	✓	✓	✓
Student Enrollment & Demographics				
Full-Time Equivalent Student (FTES) trends	State-mandated reporting Baseline data Strategic planning Accreditation – Standard 4 Long-term goal I	✓	✓	✓
Full-time and part-time status, enrollment status, educational goal, unit load	Baseline data Strategic planning Accreditation – Standard 4 Long-term goal I	✓	✓	✓
Age, gender, and ethnicity enrollment trends	Matriculation – Component 10 Baseline data Strategic planning Accreditation – Standard 4 Long-term goal I	✓	✓	✓
Enrollment from feeder high schools, enrollment by city and/or zip code	Baseline data Strategic planning Accreditation – Standard 4	✓	✓	✓
Student Assessment, Performance, and Outcomes				
Validation of assessment instruments	Matriculation – Components 2 & 3 Accreditation – Standard 5	✓	✓	✓
Validation of course pre- & co-requisites	Matriculation – Component 11 Accreditation – Standard 5	✓	✓	✓
Units attempted vs. completed	Baseline data Long-term goal I		✓	✓
Course completion rates in basic skills, vocational and transfer courses	Matriculation – Component 12 Partnership for Excellence (PFE) Baseline data Accreditation – Standard 4 Long-term goal I	✓	✓	✓
Semester-to-semester persistence	Baseline data Long-term goal I		✓	✓
Basic skills improvement	Matriculation – Component 13 Partnership for Excellence (PFE) Baseline data	✓	✓	✓
Degrees and certificates earned	Partnership for Excellence (PFE) Baseline data Accreditation – Standard 4 Long-term goal I	✓	✓	✓
Number of transfers to CSU and UC & Transfer preparedness rates	Partnership for Excellence (PFE) Baseline data Long-term goal I	✓	✓	✓
Transfer success: Grade Point Average (GPA) & Remediation rates at 4-year institution	Baseline data Long-term goal I		✓	✓

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Area/Project	Purpose of research	Implementation Year		
		2000-01	2001-02	2002-03
Job placement rate	Strategic planning Long-term goal I		✓	✓
Wage earnings of graduates and former vocational education students	Long-term goal I			✓
Follow-up study of both completers & leavers	Strategic planning			✓
“Assessment of learning outcomes”	Strategic planning Long-term goal I		✓	
Student Satisfaction, Needs and Perceptions				
Student satisfaction survey (classroom experience, support services, and facilities)	Strategic planning Accreditation – Standard 5 Long-term goal VIII		✓	
Student needs assessment	Strategic planning Accreditation – Standard 5		✓	
Student participation rates with school services	Matriculation – Component 9 Accreditation – Standard 5		✓	
Student perceptions regarding marketing efforts and appearance of campus	1999-2000 annual objectives – Long-term goals III, VII	✓		
Faculty & Staff				
Faculty & staff demographics and Full-time/part-time faculty ratio	Accreditation – Standard 7 Long-term goals I,X		✓	
Faculty & staff satisfaction survey	Strategic planning		✓	
Staff technology needs assessment	Strategic planning Accreditation – Standard 6			✓
Faculty & staff evaluation of shared governance model	Accreditation – Standard 10 <i>Ad-hoc project</i>	✓		
Faculty & staff perceptions regarding marketing efforts and appearance of campus	1999-2000 annual objectives – Long-term goals III, VII	✓		
Community Information				
Employment outlook/ projections	Strategic planning	prelim scan	Census 2000	Census 2000
Community demographic trends & projections	Baseline data Strategic planning	prelim scan	Census 2000	Census 2000
K-12 enrollment trends	Baseline data		✓	
High school preparedness and transfer rates	Baseline data		✓	
Community satisfaction, needs assessment, and perceptions of MPC (to include employers and residents)	Strategic planning		✓	
District residents’ participation rates	Baseline data		✓	
Participation rates in other schools: (1) private schools, (2) adult education, (3) other community colleges, and (4) 4-year institutions	Baseline data			✓

1999-2004 Long-Term Institutional Goals

- I. Maintain and enhance MPC's instructional programs, its comprehensive, high quality curriculum, and the student services which support them to keep pace with the changing needs of student learning in the 21st century.
- II. Recognizing that the Monterey Peninsula is a high cost of living area, incrementally increase the salary schedules for MPC faculty and staff to bring them up to at least the state-wide community college median.
- III. Promote MPC as the community's academic center, resource for learning, and partner with educational institutions, business and industry on the Monterey Peninsula.
- IV. Acquire and maintain state of the art technology and equipment to provide maximal support to our students, faculty, and staff.
- V. Create strategies for effective problem-solving in order to enhance a positive educational climate.
- VI. Ensure a functional, responsive, and cost-effective administration that supports the talent and energy of the instructional and support staff.
- VII. Construct, renovate and maintain the campus facilities and infrastructures so that teaching, learning and working will take place in appropriate and conducive environments.
- VIII. Establish an effective research and planning process that will allow us to respond to campus and community needs.
- IX. Ensure fiscal stability.
- X. Create, maintain and expand efforts that increase staff diversity.

Accreditation Standards

Standard 1: Institutional Mission	Standard 6: Information and Learning Resources
Standard 2: Institutional Integrity	Standard 7: Faculty and Staff
Standard 3: Institutional Effectiveness	Standard 8: Physical Resources
Standard 4: Educational Programs	Standard 9: Financial Resources
Standard 5: Student Support and Development	Standard 10: Governance and Administration

Partnership for Excellence (PFE) Goals

Goal One – Transfer Goal: An increase in the number of students who transfer from the California Community Colleges to the University of California and the California State University and an increase in the number of students who are “transfer prepared”.

Goal Two – Degrees and Certificates Goal: An increase in the number of degrees and certificates awarded.

Goal Three – Successful Course Completion Goal: An increase in the overall rate of successful course completions.

Goal Four – Workforce Development—Successful Course Completion Goal: (I) an increase in the number of successfully completed Apprenticeship course enrollments, (II) an increase in the number of California businesses benefiting from training through contract education, (III) an increase in the number of employees benefiting from training through contract education, (IV) an increase in the number of individuals receiving fee-based job training.

Goal Five – Basic Skills Improvement Goal: An increase in the number of students completing coursework at least one level above their prior basic skills enrollment.