

Miramar

Collaborative Inquiry: A Pathway to Student Success

Spring 2012 Convocation

01/19/2012

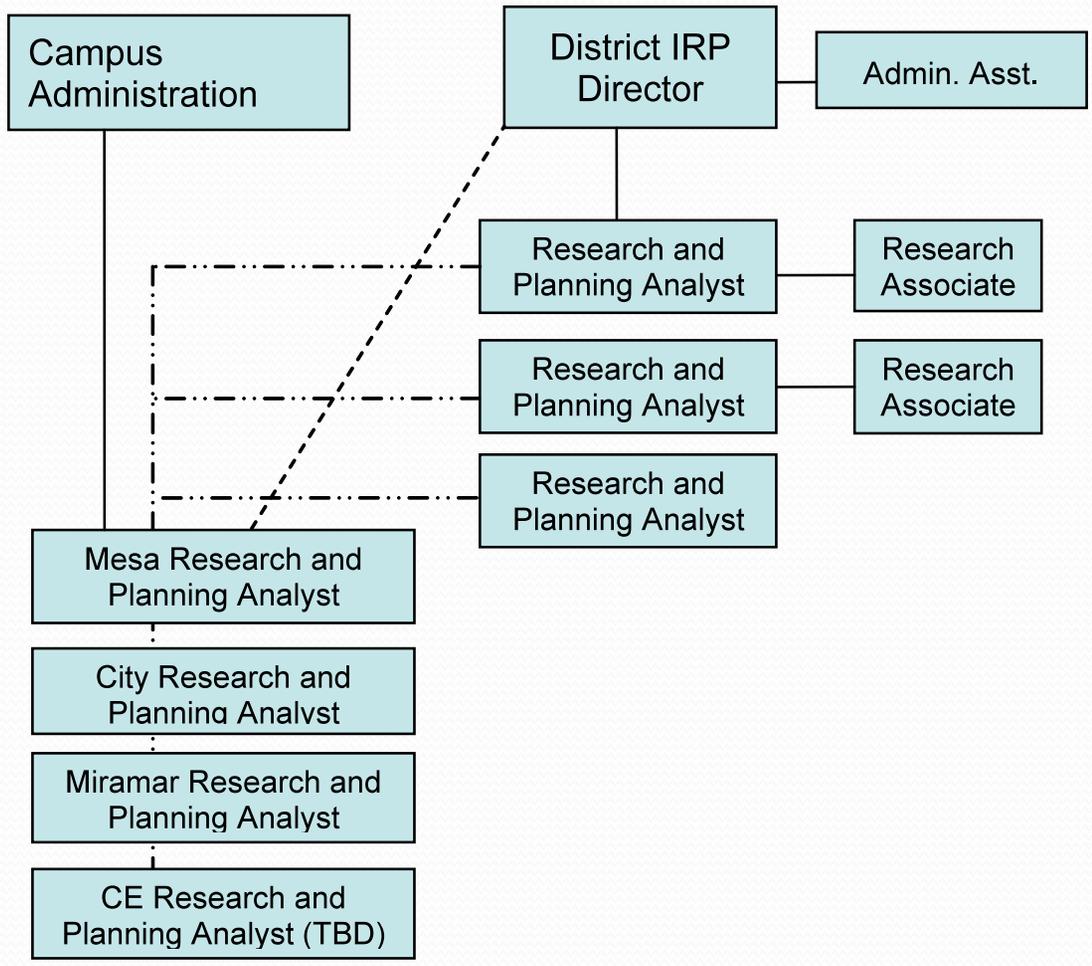




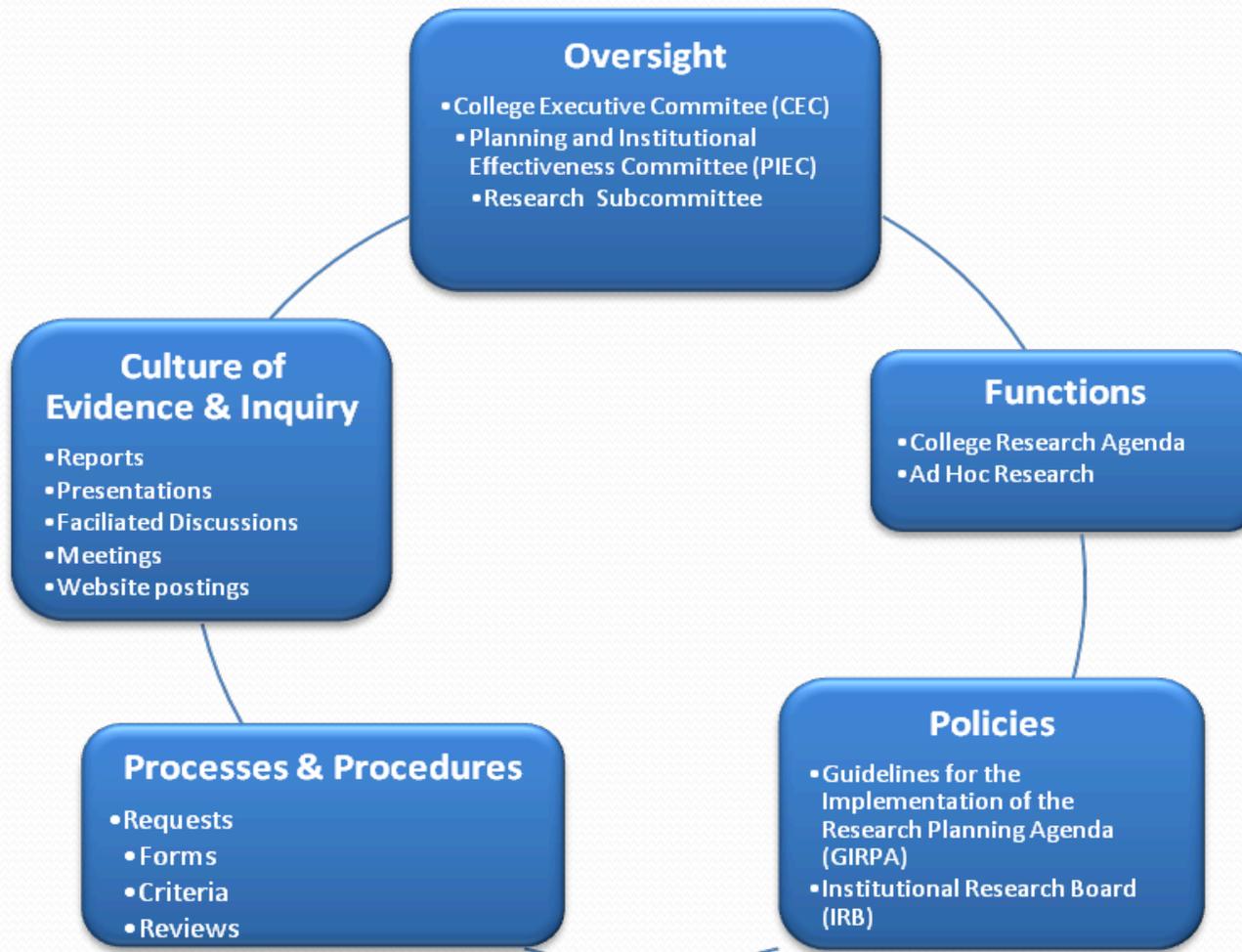
Overview

- Culture of Evidence
 - SDCCD-IRP Organizational Structure
 - Miramar College Research Infrastructure Chart
- Collaborative Inquiry-Best Practices
 - English Basic Skills (Sheryl Gobble)
 - EOPS (Joan Thompson)
 - Physical Science (Linda Woods)

SDCCD Institutional Research and Planning Organizational Structure



Miramar College Research Infrastructure





Miramar Research Subcommittee Mission Statement

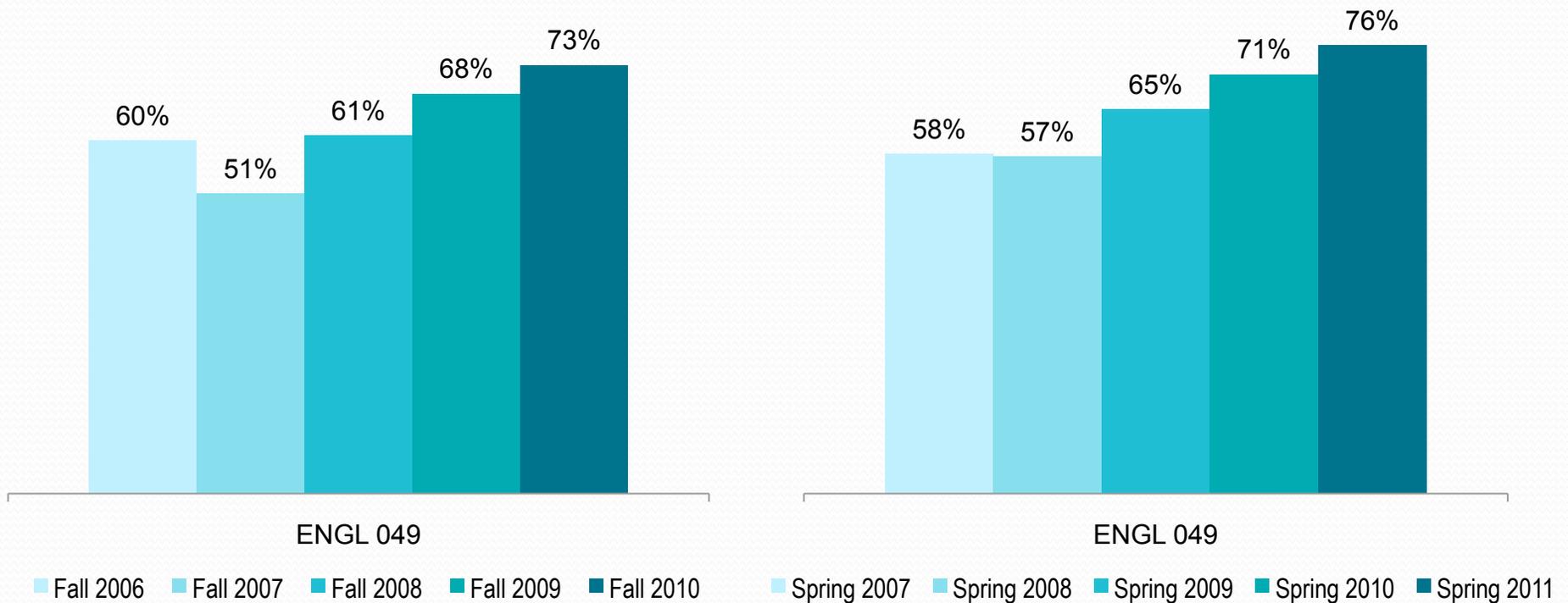
The purpose of the San Diego Miramar College Research Subcommittee is to promote and facilitate a culture of evidence and collaborative inquiry in which accurate data and information is generated and developed into useful information for institutional assessment, integrated planning, and to improve student learning and institutional effectiveness.

English Basic Skills Research Best Practices

- English 49 (Basic Composition)
- English/ESOL Basic Skills Lab

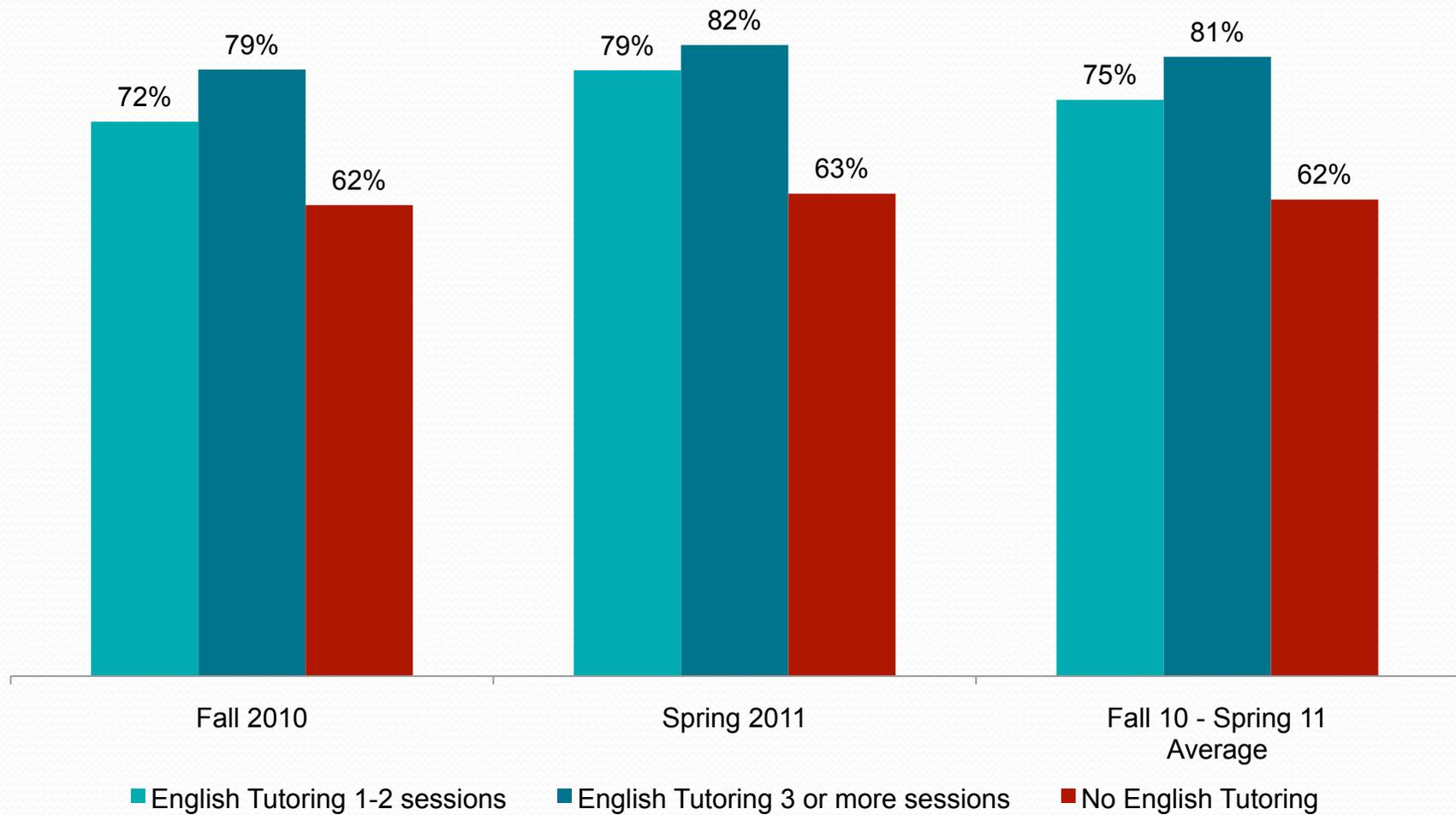


English 49 Success Rates



Note : The shift from a final exam to portfolio assessment in English 49 beginning in Fall 2008 has shown an 11% increase in success rates for those students who subsequently enroll in English 101/105 (from 71% on average to 82%) .

English Lab Success Rates





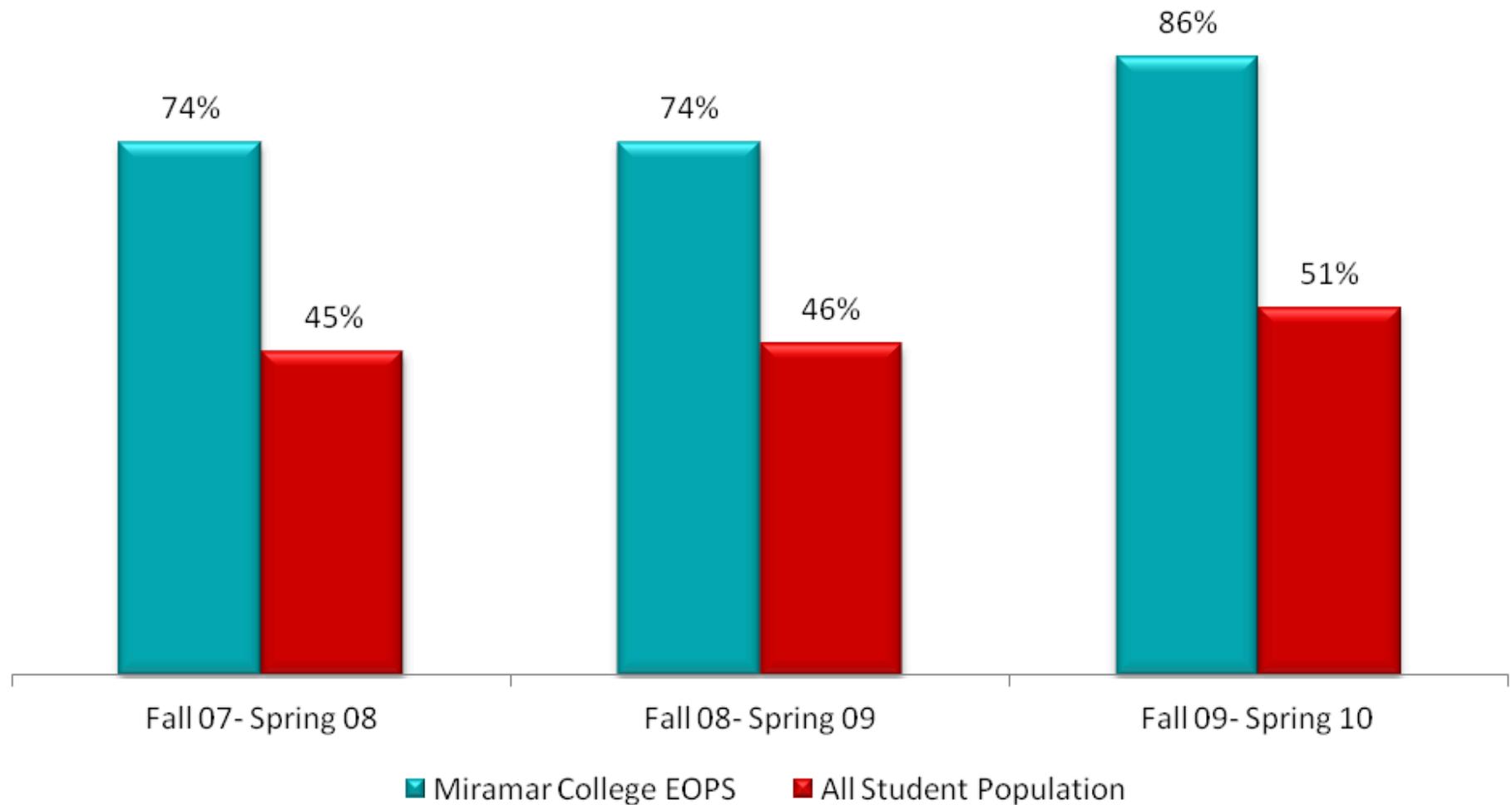
EOPS

Research Best Practices

- Engagement
- Optimizing Resources
- Program Planning
- Student Learning Outcomes

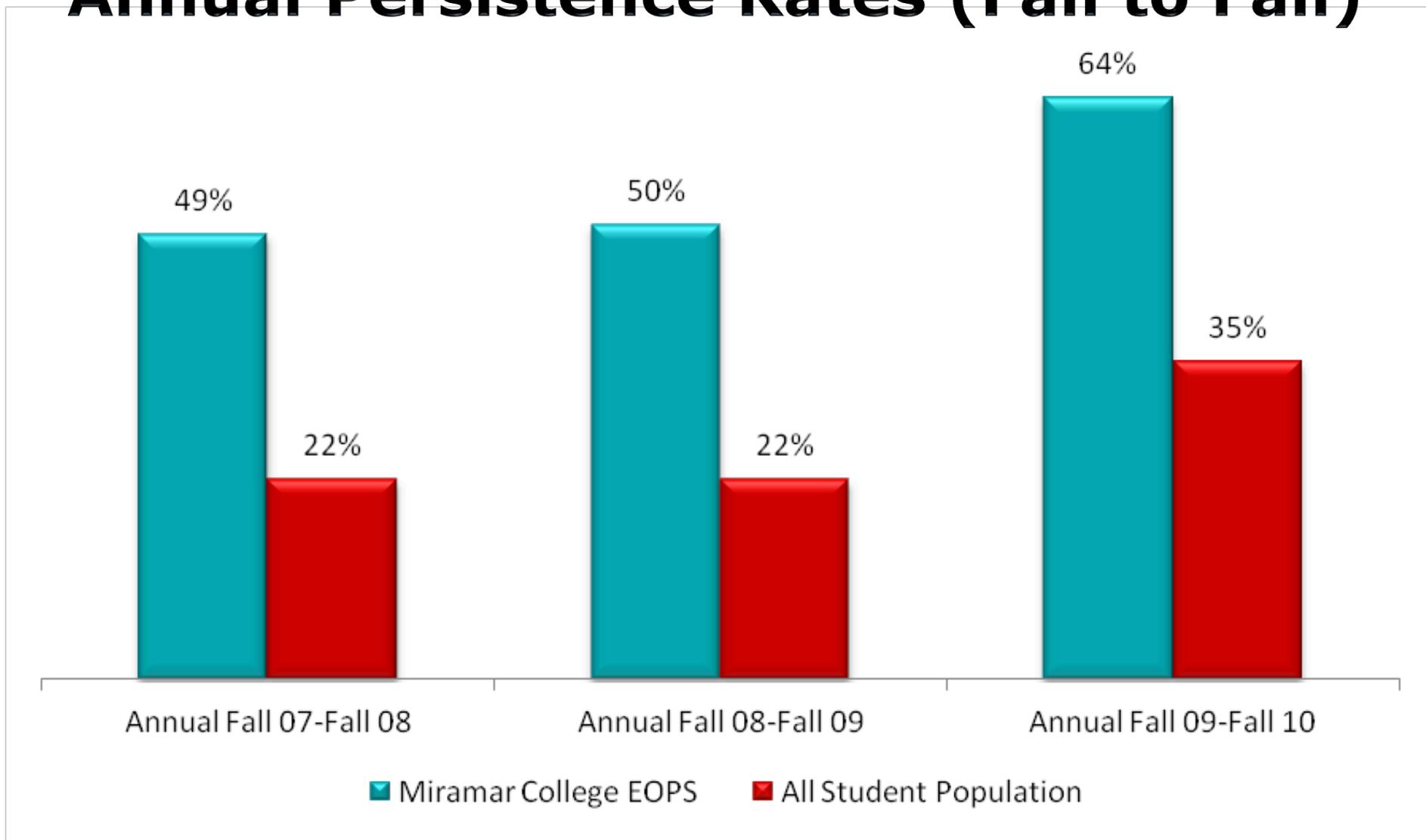
Miramar EOPS

Term Persistence Rates (Fall to Spring)



Miramar EOPS

Annual Persistence Rates (Fall to Fall)





Physical Science Dept. Research Best Practices

- School of Math, Biological, Exercise and Physical Sciences
- Subject area includes:
 - Astronomy
 - Chemistry
 - Geology
 - Physical Sciences
 - Physics
- Contract Faculty and Staff:
 - G. Bochicchio, R. Bowers-Gentry, D. Figueroa, F. Garces, D. Le, T. Nguyen, V. Nguyen, S. Okumoto, N. Sinkaset, S. Volin, D. Vu, L. Woods
 - 18 Adjunct Faculty (Chemistry = 11)



Post-budget Reduction Questions to Be Addressed

- What can we do to help our department grow back to Fall 2006 size?
- How do we get more money to run our classes and try to serve as many students as we used to serve?
- How do we “become better” and do what we do “more” efficiently?
- What classes do we offer?

Program Review Data

	Physical Science			Chemistry		
	FTES	FTEF	LOAD	FTES	FTEF	LOAD
Fall 2006	28.2	3.73	440	145.3	10.15	461
Fall 2007	29.6	3.74	442	127.5	9.65	458
Fall 2008	28.1	3.74	484	116.5	8.10	487
Fall 2009	38.0	3.74	525	122.5	7.25	547
Fall 2010	48.6	4.64	591	132.8	7.55	569

Extracted from 2011 PR Data provided by the IRP office

FTES = Full Time Equivalent Student = $WSCH * 16.5/525$

LOAD = The ratio of Weekly Student Contact Hours (WSCH) to Full-time Equivalent Faculty (FTEF).



Collaborative Inquiry

Take Home Message

- A continuous improvement paradigm provides the process for inquiry.
- The inquiry process intentionally leads to action.
- Action leads to improved student success.



Contact Information:

Daniel Miramontez, Ph.D.
Campus-Based Researcher
Research Subcommittee, Chair

Email: dmiramon@sdccd.edu
IRP website: <http://research.sdccd.edu/>