

## Fresno City College Research Agenda

As a part of college-wide planning, the Office of Institutional Research, Assessment, and Planning in collaboration with the Office of Student Equity and Success, developed the following student-focused Research Agenda. This document is to be used as a guide to ongoing structured inquiry and will be reviewed annually and updated as needed.

**Purpose:** Identify research which provides relevant data that supports college efforts to focus on:

- Student Equity and Success
- Building Partnerships
- Making Informed Decisions

Fresno City College (FCC)'s Research Agenda supports the college's Mission, Vision, and Core Values. To achieve the college mission and vision, it is essential that all members of the FCC community participate in the carrying forth the Research Agenda. The pursuit and sharing of knowledge is the essence of research. Research is a collaborative effort and necessitates the cooperation of all campus members to better understand and improve the experiences and outcomes of our students, especially racially minoritized and marginalized students. It serves as a vehicle for dialog and a way in which to move beyond a culture of evidence to a more integrated culture of inquiry at the college.

The Research Agenda:

- is developed with an **equity-minded framework**, designed to ensure disaggregate data is used to inform decision making.
- utilizes the college **guided pathways student journey focus** - Start Strong, Stay Strong, Finish Strong
- is **aligned with integrated planning** which includes the [Educational Master Plan \(Ed MP\)](#), [Strategic Plan \(SP\)](#), [Student Equity Plan \(SEP\)](#), Guided Pathways (**GP**), Strategic Enrollment Management Plan (**SEM**), [Vision for Success \(Vfs\)](#), [Institutional Set Standards \(ISS\)](#), and [ACCJC Standards](#).
- identifies the question or issue to be addressed, research subjects, research design, data usage, and reporting cycle.

*Note: All projects specified in this research agenda will be completed by Institutional Research, Assessment, and Planning Office*

# **MISSION, VISION, AND CORE VALUES**

Fresno City College

## **MISSION**

As California's first community college, Fresno City College provides quality, innovative educational programs and support services directed toward the enhancement of student success, lifelong learning and the economic, social, and cultural development of our students and region.

## **VISION**

As educational leaders in the community, Fresno City College faculty, staff and students will engage in a partnership to transform lives through education.

## **CORE VALUES**



### **GROWTH**

We are committed to sharing and exploring new ideas through collaboration, respect for diversity, promoting equity, and professional development.



### **LEADERSHIP**

We are leaders in our community, dedicated to behaving ethically, committed to open communication, and good stewards of our resources.



### **SUCCESS**

We champion excellence, quality, celebrating individual differences, and providing a positive and supportive environment for all.

## Start Strong – Supporting students as they begin their journey

| Integrated Planning Alignment   | Question or issue that needs to be addressed   | Who or what will be researched and Indicator type  | Research Design<br><small>All data to be disaggregated by gender and race/ethnicity.</small> | Data Usage and Reviewers   |
|---|--|--|--|--|
| <b>GP Pillar: 2</b><br><b>Ed MP: 1.3, 1.8, 1.9</b><br><b>SP: 1.3</b><br><b>SEP: 1</b><br><b>SEM Plan: 1</b><br><b>ACCJC Standard: 2.C.2</b>                                       | Are there equity gaps in the matriculation components?   | High school students that participate in Reg-to-Go<br><br><u>Indicator type:</u> leading | A) Analysis of matriculation data  | Inform decision making for outreach to high school students<br><u>Reviewed by:</u> Director of College Relations and Outreach      |
| <b>GP Pillar: 2</b><br><b>Ed MP: 1.8, 1.9</b><br><b>SP: 1.4</b><br><b>SEP: 1</b><br><b>SEM Plan: 1</b><br><b>ISS: Learning Progress, Momentum</b><br><b>ACCJC Standard: 2.C.2</b> | What is the GPA, retention, course completion and persistence of Ram Ready students compared to students that do not attend Ram Ready? | First-time FCC students<br><br><u>Indicator type:</u> leading                            | B) Comparative outcomes data   | Inform decision making for program planning and support services<br><u>Reviewed by:</u> Director of College Relations and Outreach |
| <b>GP Pillar: 1</b><br><b>Ed MP: 1.3, 1.8, 1.9</b><br><b>SP: 1.3, 2.1, 2.2</b><br><b>ISS: Employment</b><br><b>Vfs: 4</b><br><b>ACCJC Standard: 2.A.1, 2.A.14</b>                 | Does FCC offer programs that support industry demand?  | FCC program offerings<br><br><u>Indicator type:</u> leading                              | C) EMSI Program Demand Gap Report <i>(if funding is available)</i>                           | Inform decision making for program planning and program review<br><u>Reviewed by:</u> Program Review – Occupational Programs       |
| <b>GP Pillar: 2</b><br><b>Ed MP: 1.8, 1.9</b><br><b>SP: 1.4</b><br><b>SEP: 1</b><br><b>ACCJC Standard: 2.C.2, 2.C.6</b>   | Do students choose a pathway in their first semester?  | First-time FCC students<br><br><u>Indicator type:</u> leading                            | D) Analysis of Comprehensive Student Education Plans (SEPC) completion data                  | Inform decision making for support services<br><u>Reviewed by:</u> Dean of Counseling  |

| Integrated Planning Alignment  | Question or issue that needs to be addressed  | Who or what will be researched and Indicator type              | Research Design  | Data Usage and Reviewers   |
|--|---|--|--|--|
| <b>GP Pillar: 2</b><br><b>Ed MP: 1.3, 1.8, 1.9</b><br><b>SP: 1.4</b><br><b>SEP: 1</b><br><b>ACCJC Standard: 2.C.62</b> | Do high school students choose a pathway related to Dual Enrollment course pathway? | Dual enrollment students<br><br><u>Indicator type:</u> leading | E) Analysis of major codes of dual enrollment students that attend FCC after graduating from high school | Inform decisions for dual enrollment<br><u>Reviewed by:</u> Vice President of Educational Services and Institutional |

### **Stay Strong – Supporting students as they persist in their journey**

| Integrated Planning Alignment  | Question or issue that needs to be addressed   | Who or what will be researched and Indicator type                | Research Design  | Data Usage and Reviewers   |
|--|--|--|--|--|
| <b>GP Pillar: 3</b><br><b>Ed MP: 2.4</b>   | What are the perceptions and attitudes of students, faculty, staff, and administrators relative to cultural competence that contribute to a positive campus climate? | FCC students and employees<br><br><u>Indicator type:</u> leading | F) Analysis of National Assessment of Collegiate Campus Climates (NACCC) survey results in considering perceptions and attitudes of the campus racial climate. This will include student | Inform professional development planning<br><u>Reviewed by:</u> Vice Presidents  |
| <b>GP Pillar: 3</b><br><b>Ed MP: 1.9</b><br><b>SP: 1.4</b><br><b>SEP: 2</b><br><b>ISS: Success</b><br><b>ACCJC Standard: 2.A.6</b> | How well is the college helping students make progress through momentum points towards degree, certificate, or transfer?   | FCC students<br><br><u>Indicator type:</u> leading               | G) Analysis of momentum points of degree and certificate pathways  | Inform decision making for program planning and support services<br><u>Reviewed by:</u> Student Equity and Success Committee |

| Integrated Planning Alignment  | Question or issue that needs to be addressed   | Who or what will be researched and Indicator type  | Research Design<br>All data to be disaggregated by gender and race/ethnicity.  | Data Usage and Reviewers  |
|--|--|--|--|---|
| <b>GP Pillar: 3</b><br><b>Ed MP: 2.4</b><br><b>SP: 1.4</b>   | How well is the college creating an environment in which students feel engaged and satisfied with the programs, services and overall FCC educational experience?   | FCC students<br><br><u>Indicator type:</u> leading | H) Analysis of SENSE, CCSSE survey results   | Inform decision making for program planning, support services, and customer service<br><u>Reviewed by:</u> Student Equity and Success Committee |
| <b>GP Pillar: 4</b><br><b>SP: 1.4</b><br><b>ACCJC Standard: 1.B.2, 2.A.11</b>  | How well is the college supporting students in achieving the Institutional Student Learning Outcomes (ISLOs)?  | FCC students<br><br><u>Indicator type:</u> leading | H) Analysis of SENSE, CCSSE survey results aligned to ISLOs  | Inform decision making for program planning, support services, and customer service<br><u>Reviewed by:</u> Program Review Committee             |
| <b>GP Pillar: 4</b><br><b>Ed MP: 1.1, 1.7</b><br><b>SP: 1.1</b><br><b>SEP: 4</b><br><b>ISS: Learning Progress</b><br><b>ACCJC Standard: 1.B.3</b>                                    | How well is the college helping students academically in relation to Institutional Set Standards?<br><br>How well is the college addressing equity gaps in student success metrics identified in Program Review? | FCC students<br><br><u>Indicator type:</u> leading | I) Trend and gap analysis by student demographics: <ul style="list-style-type: none"> <li>• GPA</li> <li>• success rate</li> <li>• retention rate</li> <li>• persistence rate</li> </ul>             | Inform decision making for program planning and support services<br><u>Reviewed by:</u> Student Equity and Success Committee, Program Review    |
| <b>GP Pillar: 4</b><br><b>Ed MP: 1.1, 1.11</b><br><b>SP: 1.1, 1.4</b><br><b>SEP: 4</b><br><b>SEM Plan: 2</b><br><b>ISS: Learning Progress</b><br><b>ACCJC Standard: 2.B.1, 2.C.7</b> | Does taking Transfer English, Transfer Math in the students first year improve persistence compared with their peer counterparts who have not taken the same courses in their first year?                        | FCC students<br><br><u>Indicator type:</u> leading | J) Trend and gap comparative analysis by student demographics: <ul style="list-style-type: none"> <li>• GPA</li> <li>• success rate</li> <li>• retention rate</li> <li>• persistence rate</li> </ul> | Inform ME First decision making for program planning and support services<br><u>Reviewed by:</u> Student Equity and Success Committee           |

## Finish Strong – Supporting students as they complete their journey

| Integrated Planning Alignment  | Question or issue that needs to be addressed  | Who or what will be researched <i>and</i> Indicator type  | Research Design<br>All data to be disaggregated by gender and race/ethnicity.  | Data Usage <i>and</i> Reviewers  |
|--|---|---|--|--|
| <b>GP Pillar:</b> 4<br><b>Ed MP:</b> 1.2<br><b>SP:</b> 1.2, 1.3<br><b>SEP:</b> 5<br><b>SEM Plan:</b> 4<br><b>ISS:</b> Success<br><b>Vfs:</b> 1, 2, 5 | What are the demographic characteristics of students who complete a degree, certificate, or transfer? | FCC students that complete certificate, degree, or transfer<br><br><u>Indicator type:</u> lagging | K) Review of number of: <ul style="list-style-type: none"> <li>• degrees and certificates awarded by major</li> <li>• transfers</li> </ul> Analysis of time to: <ul style="list-style-type: none"> <li>• degree and certificate</li> <li>• transfer</li> </ul> | Inform decision making for program planning and support services<br><u>Reviewed by:</u> Student Equity and Success Committee, Program Review |
| <b>GP Pillar:</b> 4<br><b>Ed MP:</b> 1.2<br><b>SP:</b> 1.2, 1.3<br><b>SEP:</b> 5<br><b>Vfs:</b> 3, 5   | What are the average number of units completed by students who graduate?                              | FCC students<br><br><u>Indicator type:</u> lagging  | L) Analysis of the number of units completed by graduates  | Inform decision making for program planning and support services<br><u>Reviewed by:</u> Guided Pathways Work Group                           |

### Data Format, Calendar, and Reporting Cycle

| Research  | Data Format               | 2021<br>-22 | 2022<br>-23 | 2023<br>-24 | 2024<br>-25 | Reporting<br>Cycle |
|---|---------------------------|-------------|-------------|-------------|-------------|--------------------|
| A) Analysis of matriculation data   | Report/Dashboard          |             |             |             |             | Annual             |
| B) Comparative outcomes data  | <a href="#">Dashboard</a> |             |             |             |             | Annual             |
| C) EMSI Program Demand Gap Report   | Report                    |             |             |             |             | Every 4 years      |
| D) Analysis of SEPC completion data   | Dashboard                 |             |             |             |             | Annual             |
| E) Analysis of major codes of dual enrollment                               | Dashboard                 |             |             |             |             | Annual             |
| F) Analysis of NACCC survey data  | Report                    |             |             |             |             | Every 2 years      |
| G) Analysis of momentum points of degree and certificate pathways           | Dashboard                 |             |             |             |             | Annual             |
| H) Analysis of SENSE, CCSSE survey data                                     | Report/Dashboard          |             |             |             |             | Every 2-3 years    |
| I) Trend and gap analysis: GPA, success, retention, persistence             | Dashboard                 |             |             |             |             | Annual             |
| J) Trend and gap comparative analysis: GPA, success, retention, persistence | Dashboard                 |             |             |             |             | Annual             |
| K) Analysis of Degrees/Transfers  | <a href="#">Dashboard</a> |             |             |             |             | Annual             |
| L) Analysis of the number of units completed by graduates                   | Report                    |             |             |             |             | Annual             |

**Reviewed by the following leads for the associated college plans on 9/4/2020:**

- Guided Pathways Coordinator
- Director of Student Equity and Success
- Director of Institutional Research, Assessment, and Planning
- VP of Ed Services
- Accreditation Liaison Officer