Mt. San Antonio College Research Agenda: Student Centered Funding Formula

Draft November 7, 2018

Extracted from President's Cabinet Notes

Topic	Questions	Lead(s)	Resources Needed	Inquiry Needed	How will we know we completed it?	Evaluation	Reporting
1. Completion Data							
Degrees and Certificates	What are the stumbling blocks to completion?						
Degrees and Certificates	Where are the losses on the pipeline from admission to completion?						
Degrees and Certificates	What impact does academic support (tutoring, SI, etc.) have on reducing these losses?						
Degrees and Certificates	How many local certificates do we have that are below 16 units?						
Degrees and Certificates	Which programs have low numbers of students completing?						
Transfers	How many transfers are produced by each program?						
Transfers	What is the status of our CalPASS+ agreements?						
Transfers	Do we have state data on UC and CSU transfers by TOP code?						
Counseling Case Management	What is it about the student/counselor interaction should be analyzed for impact on success?						

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Counseling Case Management	What factors trigger students when need extensive discussion with counselors?						
Close to Completion	How many students have ≥45 units? What are their characteristics?						
Close to Completion	How many of these have CSU "golden four" for transfer? What incentives would motivate these students to complete?						
2. Noncredit							
Noncredit Growth Potential	What is the annual growth in noncredit FTES statewide and by college over the last five years?						
Noncredit Growth Potential	High school credit recovery is slowing down as is ESL enrollment, what data is available on this and other future growth trends in the Mt. SAC extended service area?						
Noncredit Growth Potential	What are the growth opportunities to partner with K- 12 in non-credit and dual enrollment?						
Noncredit Growth Potential	What are the growth potential for alignment with credit programs on campus, e.g., English and Math Review courses to support Multiple Measures Placement?						

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3. Auto Award of Degrees and Certificates							
Increase Auto Award	What is the degree and certificate potential growth through Auto Award?						
Increase Auto Award	What policy/process challenges will Auto Award create?						
Increase Auto Award	How do we match non-current (past five years) student transcripts with degree and certificate requirements?						
Increase Auto Award	How can we allow for current students to readily update their and then trigger a counselor review?						
Increase Auto Award	How to prompt students to update their major with a pre-registration action item including a confirmation of major?						
Priority for 1 or 2 Courses to Completion	How many students are 1 or 2 courses short of completion?						

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4. Enrollment Analysis							
Continuing Students	Which students are not returning for the following term?						
Continuing Students	*How can we maximize* enrollment of continuing students?						
New Students	How can we maximize enrollment of new students, particularly for those qualifying for financial aid?						
5. Impact of Multiple Measures Placement							
Implementing AQ	What is the profile of students who follow/do not follow AQ recommendations? Success rates of each group? Disproportionate impact?						
Implementing AQ	What is the predictive validity of the high school performance data used for MMP in producing successful course completion?						
Implementing AQ	How successful is the use of corequisites for similarly qualified students? Disproportionate impact?						
Implementing AQ	What themes emerge when student focus groups are asked						

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	about the AQ process?						
Guided Self Placement	What models have proven effective in guided self-placement? When counselor input is added to the MMP model, what impact is observed on student successful course completion?						
Impact of MMP on FTES	What changes has MMP had on FTES in English 1A/Math 100s and below? Disproportionate impact?						
Impact of MMP on FTES	How effectively is MMP data used to schedule the appropriate number of sections?						
Impact of MMP on FTES	How effective are corequisite courses in supporting student success in transfer level Math and English?						
Impact of MMP on FTES	How effective are noncredit Math and English review classes in supporting student success in first class taken?						
Impact of MMP on Completion	What changes has MMP had on program completion? Has higher MMP had an effect on earlier entry into and completion of programs?						

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6. Financial Aid							
Reduce time to award	What is the current process time to verify FAFSA?						
Improve FA processing	What effective practices are in use at other colleges?						
Identify FAFSA Data Barriers	What FAFSA data is left incomplete?						
Fix FAFSA Data Barriers	How can student's best acquire missing FASFA data?						
Improve Student Follow Up	How effective is our contact with student who are missing data? email? text?						
7. Data Integrity and Completeness							
Transfer Data, e.g. CalPASS	What can we learn from transfer data sources: National Clearinghouse, CalPASS, UC and CSU data exchange?						
Pell/Promise/ AB540 data	What is our data verification when reporting Pell? BOG? AB540?						
Pell/Promise/ AB540 data	Are we missing key data that is blocking these reports?						
Pell/Promise/ AB540 data	Do the Chancellor's Office SCFF databases reflect our own data						

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	integrity?						
Acquire Reliable Wage Gain Data	What sources are being used by the Chancellor's Office?						
Acquire Reliable Wage Gain Data	Is the LaunchBoard data accurate for Mt. SAC?						
Acquire Reliable Wage Gain Data	How can we improve student participation in the "leaver's survey" for matching major with job class?						
Integrate Wage Gain Data Into Banner	How can we use wage data for strategic planning at the college level? program level?						