

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

Draft December 18, 2018

Extracted from President's Cabinet Notes

| Topic                           | Questions                                                                             | Lead(s)          | Resources Needed | Inquiry Needed | How will we know we completed it? | Evaluation | Reporting |
|---------------------------------|---------------------------------------------------------------------------------------|------------------|------------------|----------------|-----------------------------------|------------|-----------|
| <b>1. Completion Data</b>       |                                                                                       |                  |                  |                |                                   |            |           |
| <b>Degrees and Certificates</b> | What are the stumbling blocks to completion?                                          | Instruction      |                  |                |                                   |            |           |
| <b>Degrees and Certificates</b> | Where are the losses on the pipeline from admission to completion?                    | RIE, Instruction |                  |                |                                   |            |           |
| <b>Degrees and Certificates</b> | What impact does academic support (tutoring, SI, etc.) have on reducing these losses? | RIE, Instruction |                  |                |                                   |            |           |
| <b>Degrees and Certificates</b> | How many local certificates do we have that are below 16 units?                       | RIE, Instruction |                  |                |                                   |            |           |
| <b>Degrees and Certificates</b> | Which programs have low numbers of students completing?                               | RIE, Instruction |                  |                |                                   |            |           |
| <b>Transfers</b>                | How many transfers are produced by each program?                                      | RIE              |                  |                |                                   |            | difficult |
| <b>Transfers</b>                | What is the status of our CalPASS+ agreements?                                        | RIE              |                  |                |                                   |            |           |
| <b>Transfers</b>                | Do we have state data on UC and CSU                                                   | RIE              |                  |                |                                   |            |           |

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|                                                | transfers by TOP code?                                                                                                                 |                |                  |                |                                   |            |                                       |
| <b>Counseling Case Management</b>              | What is it about the student/counselor interaction should be analyzed for impact on success?                                           | Counseling     |                  |                |                                   |            |                                       |
| <b>Counseling Case Management</b>              | What factors trigger students when need extensive discussion with counselors?                                                          | Counseling     |                  |                |                                   |            |                                       |
| <b>Close to Completion</b>                     | How many students have ≥45 units? What are their characteristics?                                                                      | Enrollment Mgt |                  |                |                                   |            | Prelimin<br>12/28/2018<br>GP 45 Units |
| <b>Close to Completion</b>                     | How many of these have CSU "golden four" for transfer? What incentives would motivate these students to complete?                      | Transfer       |                  |                |                                   |            |                                       |
| <b>2. Noncredit Noncredit Growth Potential</b> |                                                                                                                                        |                |                  |                |                                   |            |                                       |
| <b>Noncredit Growth Potential</b>              | What is the annual growth in noncredit FTES statewide and by college over the last five years?                                         | SCE            |                  |                |                                   |            |                                       |
| <b>Noncredit Growth Potential</b>              | High school credit recovery is slowing down as is ESL enrollment, what data is available on this and other future growth trends in the | SCE            |                  |                |                                   |            |                                       |

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|                                                  | Mt. SAC extended service area?                                                                                                                            |         |                  |                |                                   |            |           |
| <b>Noncredit Growth Potential</b>                | What are the growth opportunities to partner with K- 12 in non-credit and dual enrollment?                                                                | SCE     |                  |                |                                   |            |           |
| <b>Noncredit Growth Potential</b>                | What are the growth potential for alignment with credit programs on campus, e.g., English and Math Review courses to support Multiple Measures Placement? | SCE     |                  |                |                                   |            |           |
| <b>3. Auto Award of Degrees and Certificates</b> |                                                                                                                                                           |         |                  |                |                                   |            |           |
| <b>Increase Auto Award</b>                       | What is the degree and certificate potential growth through Auto Award?                                                                                   | A&R     |                  |                |                                   |            | A&R rpt   |
| <b>Increase Auto Award</b>                       | What policy/process challenges will Auto Award create?                                                                                                    | A&R     |                  |                |                                   |            | A&R rpt   |
| <b>Increase Auto Award</b>                       | How do we match non-current (past five years) student transcripts with                                                                                    | A&R     |                  |                |                                   |            | A&R rpt   |

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|                                           | degree and certificate requirements?                                                                                |                            |                  |                |                                   |            |                                 |
| Increase Auto Award                       | How can we allow for current students to readily update their and then trigger a counselor review?                  | Enrollment Mgt             |                  |                |                                   |            | A&R rpt                         |
| Increase Auto Award                       | How to prompt students to update their major with a pre-registration action item including a confirmation of major? | Enrollment Mgt, Counseling |                  |                |                                   |            |                                 |
| Priority for 1 or 2 Courses to Completion | How many students are 1 or 2 courses short of completion?                                                           | Enrollment Mgt             |                  |                |                                   |            | (difficult...)                  |
| <b>4. Enrollment Analysis</b>             |                                                                                                                     |                            |                  |                |                                   |            |                                 |
| Continuing Students                       | Which students are not returning for the following term?                                                            | Enrollment Mgt             |                  |                |                                   |            | Prelimin 12/28/2018 GP 45 Units |
| Continuing Students                       | <i>How can we maximize</i> enrollment of continuing students?                                                       | Enrollment Mgt             |                  |                |                                   |            |                                 |
| New Students                              | How can we maximize enrollment of new students, particularly for those qualifying for financial aid?                | Enrollment Mgt             |                  |                |                                   |            |                                 |

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| <b>5. Impact of Multiple Measures Placement</b> |                                                                                                                                          |            |                  |                |                                   |            |                        |
| <b>Implementing AQ</b>                          | What is the profile of students who follow/do not follow AQ<br>recommendations? Success rates of each group?<br>Disproportionate impact? | RIE        |                  |                |                                   |            | In progress            |
| <b>Implementing AQ</b>                          | What is the predictive validity of the high school performance data used for MMP in producing successful course completion?              | RIE        |                  |                |                                   |            | In progress            |
| <b>Implementing AQ</b>                          | How successful is the use of corequisites for similarly qualified students?<br>Disproportionate impact?                                  | RIE        |                  |                |                                   |            | In progress            |
| <b>Implementing AQ</b>                          | What themes emerge when student focus groups are asked about the AQ process?                                                             | RIE        |                  |                |                                   |            | Prelimin<br>12/18/2018 |
| <b>Guided Self Placement</b>                    | What models have proven effective in guided self-placement?<br>When counselor input is                                                   | Counseling |                  |                |                                   |            |                        |

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|                                    | added to the MMP model, what impact is observed on student successful course completion?<br>What changes has MMP had on FTES in English 1A/Math 100s and below?<br>Disproportionate impact? | RIE, Instruction |                  |                |                                   |            | Done -- fall 2018 |
| <b>Impact of MMP on FTES</b>       |                                                                                                                                                                                             |                  |                  |                |                                   |            |                   |
| <b>Impact of MMP on FTES</b>       | How effectively is MMP data used to schedule the appropriate number of sections?                                                                                                            | Instruction      |                  |                |                                   |            |                   |
| <b>Impact of MMP on FTES</b>       | How effective are corequisite courses in supporting student success in transfer level Math and English?                                                                                     | RIE, Instruction |                  |                |                                   |            |                   |
| <b>Impact of MMP on FTES</b>       | How effective are noncredit Math and English review classes in supporting student success in first class taken?                                                                             | SCE              |                  |                |                                   |            |                   |
| <b>Impact of MMP on Completion</b> | What changes has MMP had on <b>program completion</b> ?<br>Has higher MMP had an effect on earlier entry into                                                                               | RIE              |                  |                |                                   |            |                   |

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

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| Pell/Promise/ AB540 data             | Do the Chancellor's Office SCFF databases reflect our own data integrity?                            | FA      |                  |                |                                   |            |           |
| Acquire Reliable Wage Gain Data      | What sources are being used by the Chancellor's Office?                                              | RIE     |                  |                |                                   |            |           |
| Acquire Reliable Wage Gain Data      | Is the LaunchBoard data accurate for Mt. SAC?                                                        | RIE     |                  |                |                                   |            |           |
| Acquire Reliable Wage Gain Data      | How can we improve student participation in the "leaver's survey" for matching major with job class? | RIE     |                  |                |                                   |            |           |
| Integrate Wage Gain Data Into Banner | How can we use wage data for strategic planning at the college level? program level?                 | RIE     |                  |                |                                   |            |           |