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

<mark>June 18, 2019</mark>

In President's Cabinet notes, there are many projects that focus on **Student Centered Funding Formula (SCFF) —Continued Follow Up**:

A. **Tracking Students in Support Cohorts (Student Support Workgroup (Dale, Antonio, Barbara, 5/7)**

On May 7, 2019, President's Cabinet was joined by Dale Vickers, Chief Technology Officer; Antonio Bangloy, Director of Enterprise Application Systems; and Barbara McNeice-Stallard, Director of Research and Institutional Effectiveness, to provide an update (attached) on the Tracking Students in Support Cohorts Project. The team has made considerable progress in working with support cohorts to identify the characteristics of the students they serve. The team noted overlap with the Academic Support Initiative and is working in concert with that group. A list of those cohort groups is attached showing databases used by each and additional program elements. Interviews with cohort service providers included discussions based on these questions:

1) What is their program about?
2) What are their data collection processes?
3) What data are important for them to collect now and in the future?
4) What data clean-up is needed?
5) What are their internal and external reporting requirements?
6) Can they all be connected using a common process/platform allowing for customization as needed?

Next Steps are to:
- ✓ layout the phases of the project;
- ✓ ensure access to the people, time, and resources needed to complete the work;
- ✓ hold productive regular meetings with IT and RIE to clearly outline deliverables;
- ✓ review Student Services work on metrics as well as seeking alignment with project goals; and
- ✓ regularly report progress to President's Cabinet.

Next report out is 8/27.

B. **Noncredit Support of SCFF & Multiple Measures (Madelyn, 6/25)**

On March 26, 2019, Madelyn Arballo attended President's Cabinet. She provided an update on this question.

Extensive research and data analysis has answered the question and served as a springboard for increases in both scope and effectiveness of noncredit in support of the outcomes within SCFF. Cabinet discussed each of these, expressed appreciation for the extent of new and expanded initiatives, and set direction and priorities for future work.

Next report out is 6/25.

C. **Implementing SCFF Research Agenda and Data Reporting/Analytics (Barbara, 6/18)**

See table below for update.

D. **Auto Award/Near Completion/Selection of Major (Audrey, George, Francisco, Dale, 4/30)**

On April 30, 2019, President's Cabinet was joined by Francisco Dorame, Dean of Counseling; Dale Vickers, Chief Technology Officer; and Antonio Bangloy, Director of Enterprise Applications Systems, to discuss the Auto Award/Near Completion/Selection of Major/Counselor-Aided Student Assent System.

- A new tool, developed by consultant Ganesh Nathan, the Degree Completion Analytics Dashboard (sample report attached) is capable of deriving the number of students who are 80%, 90%, and 95% complete with a degree or certificate. The dashboard displays a Division Summary, a Courses Remaining Report (for each student giving courses needed to finish their declared major), and an Eligible Degrees Report (with other degrees for which a student is near completion).

Next report out is 7/30.

E. **Auto Award counselor-aided student assent system (Audrey, George, Francisco, Dale, 4/30)**

Report out combined with #D above. Next report out is 7/30.

F. **EAB Navigate Schedule Building & Data Analytics (Student Support Workgroup--Dale, 4/30)**

On April 30, 2019, President's Cabinet was joined by Dale Vickers, Chief Technology Officer, and Antonio Bangloy, Director of Enterprise Applications Systems, to report on the EAB Navigate Schedule Building & Data Analytics Project. (For background, see Cabinet notes from 9/4/18 (link) and 9/25/18 (link).) The team has been working with EAB representatives on the implementation of Navigate. Following a request by EAB, Mt. SAC is putting together an EAB Navigate Leadership Team (table

attached) which includes a cross-section of lead roles for various implementation tasks involving staff from Student Services and IT. The goal is to have implementation of Navigate complete by July 2020 for student use in registering for Fall 2020 classes.

Next report out is 7/30.

G. **Increasing Financial Aid Awards: ProVerify software and Case Management (Audrey, Chau, Dale, 4/30)**

On April 30, 2019, President's Cabinet was joined by Chau Dao, Director of Financial Aid; Jenny Phu, Assistant Director of Financial Aid; Dale Vickers, Chief Technology Officer; Antonio Bangloy, Director of Enterprise Applications Systems; and David Tran, Business Analyst, and Justin Bauber to report on the **Increasing Financial Aid Awards: ProVerify and Case Management Project**. The group described the work to date on implementing ProVerify. *ProVerify is an automated verification solution that retrieves electronic tax data directly from the IRS within 72 hours of completing an e-Signed IRS Form 4506-T. Students and their parents do not have to obtain a tax transcript from the IRS.* To date, 4,561 Mt. SAC students have used the software, and the group displayed the progress report with links to FAFSA outcomes. A training session was held last Friday to bring more staff up to date on using the system. The attached flowchart shows the steps in the ProVerify process.

Next report out is 7/23.

Research Agenda

The following is an update on the status of **C. Implementing SCFF Research Agenda and Data Reporting/Analytics (Barbara, 6/18)**. These are projects prioritized for action to impact student success. These projects, while focused on the Student Centered Funding Formula, are certainly helping students with their Guided Pathways to Success (GPS). There is somewhat of an overlap between these projects and the SCFF-Continued Follow-up projects listed above.

Priority	Topic	Questions	Lead(s)	Completed	Notes/reporting
	A. Completion Data				
2	Degrees and Certificates	What are the stumbling blocks to completion?	Instruction, RIE	ongoing	Multiple places where there students could use more assistance. We first need to know what our business operations are. Group #1 of the Pathways Workgroup oversees Research, Integrated Planning, and Collaborative Inquiry. They worked with many across campus to build a visual display of **What needs to happen for students to earn degree or certificate or to transfer?** This work included faculty, staff, and managers from areas such as Counseling, Admissions and Records, High School Outreach, Research and Institutional Effectiveness, School of Continuing Education, and more. Each area provided analyses of the Strengths, Weaknesses, Opportunities, and Threats (SWOT). Based on this work, losses on the pipeline from admission to completion were found and some already are fixed. For example, students who wished to graduate had to go to Admissions and Records to complete a paper form. There is now a process for issuing awards that aligns with College and Financial Aid policies and does no hard to students.

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					Second, we need to know more about students' perspectives. In Summer 2019, Research Department is working with faculty to conduct three pilot studies with students. The studies will allow students to draw their Guided Pathways to Success experiences. These drawings, some might call *participatory diagramming or graphic elicitation*, will allow us to see where students are being well supported and where they see roadblocks. Research will conduct larger studies in fall and will need ideas from faculty on how and where best to gather students' input. The Completion Center (Counseling and Student Records) is calling students who are close to completing their majors. George Bradshaw gives a Pod Cast on the process for obtaining an award. Timeline: Fall 2019
1	Degrees and Certificates	Where are the losses on the pipeline from admission to completion?	RIE, Instruction	ongoing	Same as above.
2	Degrees and Certificates	What impact does academic support (tutoring, SI, etc.) have on reducing these losses?	RIE, Instruction	ongoing	At the beginning of this document, there is an outline of work done on the SCFF-Continued Follow-Up project **A. Tracking Students in Support Cohorts (Student Support Workgroup)**. The Cohort Project will allow the College to combine students' usage of programs/services across the College. It is important to measure many aspects of student success such as learning styles and affective domain

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					(e.g., well-being) that help the student be able to achieve their outcomes (degrees). The Academic Support Services provide many of these services to the students. An academic referral to Counseling may require academic and person counseling. Research Department is reaching out to a few programs and service in June/July to understand their operations and the services they provide students. They will also examine the technology they are using to record students' use of services. IT and Research will continue their conversations about the technology platforms being used. **Timeline**: Summer/Fall 2019
3	Degrees and Certificates	How many local certificates do we have that are below 16 units?	RIE, Instruction	Done	Data mart Report provided input on the number that were being awarded.
3	Degrees and Certificates	Which programs have low numbers of students completing?	RIE, Instruction	Done	Our program review, Planning for Institutional Effectiveness (PIE), allows programs to see all award data across the College. Programs discuss the data and actions needed. As per the above introduction, a new tool, developed by consultant Ganesh Nathan, the Degree Completion Analytics Dashboard (sample report attached) is capable of deriving the number of students who are 80%, 90%, and 95% complete with a degree or certificate. The dashboard displays a Division Summary, a Courses Remaining Report (for each student giving courses needed to finish their declared major), and an Eligible Degrees

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					Report (with other degrees for which a student is near completion).
2	Transfers	How many transfers does each program produce?	RIE	ongoing	When students obtain a certificate and/or degree, the Research team can send their information to the National Student Clearinghouse to secure their transfer status (e.g., program of study, degree conferred). Some programs would expect their students to transfer, while others would not. For students without a program award, Research Department will need to work with IT to determine which students appear to be taking courses related to which program of study using MAP (aka Degree Works). **Timeline**: Summer/Fall 2019
3	Transfers	What is the status of our CalPASS+ agreements?	RIE, Dual Enrollment, High School Outreach	ongoing	Mt. SAC has been a CalPASS+ Member for at least the last 10 years. The High Schools that we work with are not all in CalPASS+ and those who are part of the Data Co-Op do not consistently submit their data. This makes data-driven decision making difficult. RIE will form a group to examine this information in detail and provide a small summary data report to Dr. Scroggins. Report might included: ✓ # of USD (and high schools) with MOU ✓ # with data submissions & consistency ✓ What important to USD? Improves students' placement into English and Math using more granular data. The Chancellor's Office is developing Memorandum of Understandings (MOUs) with the Dept of Education with other educational sectors for data

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					exchange. Do have agreement with CDE, but the information was receive in a format difficult to use. Chancellor's Office is developing a version of CCCApply that allows HS data and it has a backend that connects to CalPASS, CGI (state tested and it does not work for California), and CalPADS. **Timeline**: TBD
3	Transfers	Do we have state data on UC and CSU transfers by TOP code?	RIE	ongoing	There is an Assembly Bill in Legislature that would establish a statewide-integrated database with longitudinal data. It could be used for research purposes only with security protections. Another Assembly Bill that would establish an oversite CPEC-type body that would own it (as an independent body). Would all institutions want to cooperate? Threatens the independent of the UC system to share data. **AB 1306 (Obernolte) Creates the California Cybersecurity Integration Center** (Cal-CSIC). (UC Named) It appears to not be supported. There is an interest in the Chancellor's Office to have granular data with respect to the metrics used for special programs: ○ How are you using the money? ○ Which students are receiving the money and benefiting from it (e.g., equity, fairness, best practices). Transfer data from National Student Clearinghouse shows us the students' major. Need to find UC/CSU data by TOP Code.

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					Timeline: Summer 2019
1	Counseling Case Management	What is it about the student/counselor interaction should be analyzed for impact on success?	Counseling		==Counseling is partnering with Counseling Interns to examine students' experiences. RIE to follow-up with Francisco Dorame and Tom Mauch.== This may overlap with the SCFF-Continued Follow-Up project A. Tracking Students in Support Cohorts (Student Support Workgroup) as it relates to well-being.
3	Counseling Case Management	What factors trigger students when they need extensive discussion with counselors?	Counseling	ongoing	Added counselor case management system by using Degree Works and ability for counseling professionals to act as a team (note fields to update next counselor). Phase 2 for future: **Success Centers and Support Cohorts** that are not active members of the case management system. We need to identify and collect information about them. A counsellor would like to know if students are going to DREAM, REACH centers and to which tutoring centers and for which courses. Reviewing that information will allow further discussions with students about their actions and thus counselor can advise them as to next level to improve their outcomes. We have the systems, but not the inputs. Whole workload and training that goes with that. Writing Center has the data, but how do you get it into Degree Works or Referential System? For example, the Success Center could have a profile and the Support Center could have a profile. Both allow

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					each Center to see what the student is doing, congratulate them on it, and suggest more actions such as "Pay special attention to student next time comes into your center." Navigator versus MyPath versus Mt. SAC way. Which way? The Chancellor's Office Data Warehouse project (Alex Jackle) could help, at the state level, do profiles of students to show that we need to invest more in XYZ. What are the successful interventions that work? Talk to those leaders to ask them what they are doing and how well it is working! Pride Center – this is a safe place for them – psychosocial safeness for them; what are the elements necessary to create this? Safeness – self-defined gender identify is a key element to safeness? How do we ensure that the technology backend is aligned with these needs for case management?
2	Close to Completion	How many students have ≥45 units? What are their characteristics?	Enrollment Mgt	ongoing	On May 7, 2019, President's Cabinet reviewed the **Call Center Engagement Campaign** in partnership with Black Board (proposal attached). Engagement campaigns are designed to help proactively move students through applying/ registering, improve student engagement, optimize enrollment and retention, and improve the overall student journey. Blackboard and Mt. San Antonio College mutually determined the campaign objectives and target populations. The **Spring 2019** Call Center Impact

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					Report ([attached](#)) defines the three target populations and shows engagement campaign outreach results. Of the 10,703 target population, 8,333 were voice messaged, 2,783 were engaged with live conversation, and 7,169 enrolled. Of that number, 197 were deemed incremental gains in enrollment for a 440% financial return on the original investment of $85,000 for the contract. The Call Center Impact report shares several additional campaign insights. Target groups were: • **GROUP 1**– Missed Fall Term (Criteria 1 – Enrolled in spring 2018 or summer 2018; Criteria 2 – Missed Fall 2018 enrollment; Criteria 3 – remove if enrolled in winter 2019; Criteria 4 – No holds and no probation; Find registration date for Spring 2019.) • **GROUP 2** – Attended in Fall, but Have Not Registered for Spring. (Criteria 1 – Attended in Fall 2018; Criteria 2 – Has not registered for Spring 2019; Criteria 3 – Registration Date has Passed; Criteria 4 – No holds and no probation; Find registration date for Spring 2019.) • **GROUP 3**- Applied for Fall, but did not enroll. (Criteria 1 – Applied to attend in Fall 2018; Criteria 2 – Did not enroll in classes in Fall 2018) Timeline: Fall 2019 enrollment cycle
1	Close to Completion	How many of these have CSU "golden four" for transfer? What incentives would motivate these students to complete?	Transfer, RIE	ongoing	This question aligns with the above enrollment project.

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	B. Noncredit				
2	Noncredit Growth Potential	What is the annual growth in noncredit FTES statewide and by college over the last five years?	SCE	Ongoing	On March 26, 2019, Madelyn Arballo attended President's Cabinet. She provided an update on this question. Extensive research and data analysis has answered the question and served as a springboard for increases in both scope and effectiveness of noncredit in support of the outcomes within SCFF. Cabinet discussed each of these, expressed appreciation for the extent of new and expanded initiatives, and set direction and priorities for future work She will be attending President's Cabinet June 25, 2019 with a further update.
3	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?	SCE	Ongoing	Same as above.
2	Noncredit Growth Potential	What are the growth opportunities to partner with K- 12 in non-credit and dual enrollment?	SCE	Ongoing	Same as above.
1	Noncredit Growth Potential	What are the growth potential for alignment with credit programs on	SCE	ongoing	Same as above.

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		campus, e.g., English and Math Review courses to support Multiple Measures Placement?			
	C. Auto Award of Degrees and Certificates				
2	Increase Auto Award	What is the degree and certificate potential growth through Auto Award?	A&R	done	George Bradshaw, Dean of Enrollment Management, shared an analysis (attached) of degrees, certificates, and awards for the last three years at President's Cabinet March 12, 2019. Strong growth in associate degrees for transfer - a 61% increase from 2016-17. For auto awarding, there were a saw a small number, 113, **Awarded Auto Petition**.
2	Increase Auto Award	What policy/process challenges will Auto Award create?	A&R	done	Communications on Auto Awards from George Bradshaw in Nov/Dec 2018 to President's Cabinet shows different student groups and how auto-issuing awards was being handled. ==RIE is working with George Bradshaw to secure a document to review the two processes for auto awarding: (1) looking back 5 years and (2) current students.==
3	Increase Auto Award	How do we match non-current (past five years) student transcripts with degree and certificate requirements?	A&R	done	Communications on Auto Awards from George Bradshaw in Nov/Dec 2018 to President's Cabinet shows different student groups and how auto-issuing awards was being handled.

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3	Increase Auto Award	How can we allow current students to readily update their major and then trigger a counselor review?	Enrollment Mgt	done	Students have to re-verify their major each time they begin the enrollment process for a semester.
3	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	done	Students have to re-verify their major each time they begin the enrollment process for a semester.
1	Priority for 1 or 2 Courses to Completion	How many students are 1 or 2 courses short of completion?	Enrollment Mgt	done	On April 30, 2019, President's Cabinet was joined by Francisco Dorame, Dean of Counseling; Dale Vickers, Chief Technology Officer; and Antonio Bangloy, Director of Enterprise Applications Systems, to discuss the Auto Award/Near Completion/Selection of Major/Counselor-Aided Student Assent System. • A new tool, developed by consultant Ganesh Nathan, the Degree Completion Analytics Dashboard (sample report attached) is capable of deriving the number of students who are 80%, 90%, and 95% complete with a degree or certificate. The dashboard displays a Division Summary, a Courses Remaining Report (for each student giving courses needed to finish their declared major), and an Eligible Degrees Report (with other degrees for which a student is near completion).
	D. Enrollment Analysis				
2	Continuing Students	Which students are not returning for the	Enrollment Mgt	ongoing	On May 7, 2019, President's Cabinet reviewed the **Call Center Engagement Campaign** in partnership

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		following term?			with Black Board ([proposal attached](#)). Engagement campaigns are designed to help proactively move students through applying/ registering, improve student engagement, optimize enrollment and retention, and improve the overall student journey. Blackboard and Mt. San Antonio College mutually determined the campaign objectives and target populations. The **Spring 2019** Call Center Impact Report ([attached](#)) defines the three target populations and shows engagement campaign outreach results. Of the 10,703 target population, 8,333 were voice messaged, 2,783 were engaged with live conversation, and 7,169 enrolled. Of that number, 197 were deemed incremental gains in enrollment for a 440% financial return on the original investment of $85,000 for the contract. The Call Center Impact report shares several additional campaign insights. Target groups were: • **GROUP 1**– Missed Fall Term (Criteria 1 – Enrolled in spring 2018 or summer 2018; Criteria 2 – Missed Fall 2018 enrollment; Criteria 3 – remove if enrolled in winter 2019; Criteria 4 – No holds and no probation; Find registration date for Spring 2019.) • **GROUP 2** – Attended in Fall, but Have Not Registered for Spring. (Criteria 1 – Attended in Fall 2018; Criteria 2 – Has not registered for Spring 2019; Criteria 3 – Registration Date has Passed; Criteria 4 – No holds and no probation; Find registration date for Spring 2019.) • **GROUP 3**- Applied for Fall, but did not enroll. (Criteria 1 – Applied to attend in Fall 2018; Criteria 2 – Did not enroll in classes in Fall 2018)

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					This project is being repeated for Fall 2019. Timeline: Fall 2019 enrollment cycle
3	Continuing Students	*How can we maximize* enrollment of continuing students?	Enrollment Mgt	ongoing	Same as above.
1	New Students	How can we maximize enrollment of new students, particularly for those qualifying for financial aid?	Enrollment Mgt	ongoing	Same as above.
	E. Impact of Multiple Measures Placement				
1	Implementing AQ	What is the profile of students who follow/do not follow AQ recommendations? Success rates of each group? Disproportionate impact (DI)?	RIE	partial	Rpt to MM Task Force 2/28/2019 Need DI Timeline: summer 2019
2	Implementing AQ	What is the predictive validity of the high school performance data used for MMP in producing successful course completion?	RIE	done	Rpt to MM Task Force 2/28/2019
1	Implementing	How successful is the	RIE	done	Rpt to MM Task Force 2/28/2019

Priority	Topic	Questions	Lead(s)	Completed	Notes/reporting
	AQ	use of corequisites for similarly qualified students? Disproportionate impact?			
1	Implementing AQ	What themes emerge when student focus groups are asked about the AQ process?	RIE	done	Rpt to MM Task Force 2/28/2019
1	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?	Counseling		[status?]
1	Impact of MMP on FTES	What changes has MMP had on FTES in English 1A/Math 100s and below? Disproportionate impact?	RIE, Instruction	done	Rpt to MM Task Force 2/28/2019
3	Impact of MMP on FTES	How effectively is MMP data used to schedule the appropriate number of	Instruction	ongoing	Rpt to Enrollment management.

Priority	Topic	Questions	Lead(s)	Completed	Notes/reporting
		sections?			
1	Impact of MMP on FTES	How effective are corequisite courses in supporting student success in transfer level Math and English?	RIE, Instruction	done	Rpt to MM Task Force 2/28/2019
1	Impact of MMP on FTES	How effective are noncredit Math and English review classes in supporting student success in first class taken?	SCE	ongoing	On March 26, 2019, Madelyn Arballo attended President's Cabinet. She provided an update on this question. Extensive research and data analysis has answered the question and served as a springboard for increases in both scope and effectiveness of noncredit in support of the outcomes within SCFF. Cabinet discussed each of these, expressed appreciation for the extent of new and expanded initiatives, and set direction and priorities for future work She will be attending President's Cabinet June 25, 2019 with a further update.
2	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?	RIE		(too early to tell…)
	F. Financial Aid				

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3	Reduce time to award	What is the current process time to verify FAFSA?	FA	done	To address these issues, Financial Aid is implementing **ProVerify**. *ProVerify* is an automated verification solution that retrieves electronic tax data directly from the IRS within 72 hours of completing an e-Signed IRS Form 4506-T. Students and their parents do not have to obtain a tax transcript from the IRS.
1	Improve FA processing	What effective practices are in use at other colleges?	FA	done	Financial Aid is implementing **ProVerify.**
3	Identify FAFSA Data Barriers	What FAFSA data is left incomplete?	FA	done	To address these issues, Financial Aid is implementing **ProVerify.** This implementation allows the staff more time to work with the students on their individual needs. The work shift for FA staff is that we will be increasing follow-up campaign to get all FA files completed. Hiring is nearly complete for additional FA Specialists, and FA Manager to help in this capacity.
3	Fix FAFSA Data Barriers	How can student's best acquire missing FASFA data?	FA	done	To address these issues, Financial Aid is implementing **ProVerify.** This implementation allows the staff more time to work with the students on their individual needs. The work shift for FA staff is that we will be increasing follow-up campaign to get all FA files completed. Hiring is nearly complete for additional FA Specialists, and FA Manager to help in this capacity.
2	Improve Student Follow Up	How effective is our contact with student who are missing data? Email? Text?	FA	done	To address these issues, Financial Aid is implementing **ProVerify.** This implementation allows the staff more time to work with the students on their individual needs. The work shift for FA staff is that we will be increasing follow-up

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					campaign to get all FA files completed. Hiring is nearly complete for additional FA Specialists, and FA Manager to help in this capacity.
	G. Data Integrity and Completeness				
1	Transfer Data, e.g. CalPASS	What can we learn from transfer data sources: National Clearinghouse, CalPASS, UC and CSU data exchange?	RIE	ongoing	There are many data points we can learn from these data sources including: ✓ Transfer institution ✓ Major ✓ Bachelor degree conferred, program of study ✓ When transferred ✓ Which semesters at transfer institution ✓ Swirl: If also came back or went to other community colleges Mt. SAC has been a CalPASS+ Member for at least the last 10 years. The High Schools that we work with are not all in CalPASS+ and those who are part of the Data Co-Op do not consistently submit their data. This makes data-driven decision making difficult. RIE will form a group to examine this information in detail and provide a small summary data report to Dr. Scroggins. Report might included: ✓ # of USD (and high schools) with MOU ✓ # with data submissions & consistency ✓ What important to USD? Improves students' placement into English and Math using more granular data. The Chancellor's Office is developing Memorandum of Understandings (MOUs) with the Dept of Education with other educational sectors for data exchange. Do have agreement with CDE, but the

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					information was receive in a format difficult to use. Chancellor's Office is developing a version of CCCApply that allows HS data and it has a backend that connects to CalPASS, CGI (state tested and it does not work for California), and CalPADS. **What is an excellent research project for transfer? We could begin with Access.**
3	Pell/Promise/ AB540 data	What is our data verification when reporting Pell? BOG? AB540?	FA	done	FA and IT verified MIS reports and alignment with Argos Rpts
2	Pell/Promise/ AB540 data	Are we missing key data that is blocking these reports?	FA	done	No. We are not missing any key data.
2	Pell/Promise/ AB540 data	Do the Chancellor's Office SCFF databases reflect our own data integrity?	FA	done	Yes. FA and IT reviewed CO requirements, MIS reporting, and internal Argos Reports.
1	Acquire Reliable Wage/Earnings Gain Data	What sources are being used by the Chancellor's Office?	RIE	done	The Chancellor's Office Data Element Dictionary for the Student Success Metrics (SSM) uses the following for earnings/wages: **Employment Development Department Unemployment Insurance Wage File** is used to measure earnings. Exempt employment status means that some of our students would not be in this EDD database. **A more comprehensive wage data source, such as the IRS, is needed to find students who are self-employed, for example. Email was sent to K. Booth 6/18/2019 to gather more EDD exception information.**

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					Depending on the metric, how they make the calculation as detailed below:
					Calculate median annual earnings:
					● Annualize earnings in the second fiscal quarter after the academic year of exit
					    Multiply quarterly fiscal wages by four, using the quarterly wages in the second fiscal quarter immediately following the selected year AND
					● Adjust for inflation
					    Use the CA CIP-U fiscal year averages from 1955 used to create deflator table used to adjust for inflation
					Denominator: SM 100 students who were matched in the UI wage file, who did not transfer and who exited higher education:
					● Were matched in the UI wage file
					    Wage record found in any of the four quarters following selected year AND
					● Did not transfer in the year following the selected year
					    No valid course enrollment reported by CSU, UC, and the National Student Clearinghouse for any postsecondary institution AND
					● Exited the community college system
					    Student Enrollment file is null for the academic year following the selected year
					
					==Next steps are to work with the Chancellor's Office to secure a more comprehensive data source.==

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					Timeline: TBD
2	Acquire Reliable Wage Gain Data	Is the LaunchBoard data accurate for Mt. SAC?	RIE	ongoing	Moving target. Chancellor's Office data corrected and re-corrected many times. There were coding issues and logic changes. Using data provided by the Chancellor's Office was required and difficult.
2	Acquire Reliable Wage Gain Data	How can we improve student participation in the "leaver's survey" for matching major with job class?	Instruction, RIE	ongoing	The Career Technical Education Outcomes Survey (CTEOS) data contains three sources of data: (1) **Self-reported survey**, (2) data from the Chancellor's Office MIS Unit, and (3) Burning Glass. CTEOS is conducted on a yearly basis with all California Community Colleges by the Chancellor's Office via a contract with Santa Rosa Junior College. It is free to the Colleges. For the 2017-18 CTEOS **self-reported survey**, the cohort of students will include those who in the 2015-2016 academic year met one or more of the following criteria: ✓ **Completers**: Have received a vocational/CTE award that is Chancellor's Office approved and enroll in 0-5 units each semester the next year (not enrolled or only minimally enrolled). ✓ **Terminal Certificates**: Received a vocational/CTE award of at least 6 units that is not Chancellor's Office approved (such as certificates with less than 12 units) and are not enrolled the following year. ✓ **Skills Builders**: Have completed 9 units that are SAM coded A-D, with at least one course SAM coded A-C (within the prior 3 years), have not received a vocational/CTE award of 6 or more units, and are not enrolled the following year.

Priority	Topic	Questions	Lead(s)	Completed	Notes/reporting
					RIE to discuss with CTE Deans Timeline: Summer 2019.
2	Integrate Wage Gain Data Into Banner	How can we use wage data for strategic planning at the college level? Program level?	All	ongoing	RIE to discuss with CTE Deans Timeline: Summer 2019.

Internal File Location:

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