MOORPARK COLLEGE

**Office of Institutional Effectiveness, Grants and Planning**

**Annual Research Agenda 2018-2019**

**Research is prioritized based on the following order:**

1. Mandatory reporting and accreditation

*Urgent requests approved at the level of the Vice Presidents or President (including requests from the District) may take precedence over the order of priority. Furthermore, the office may occasionally complete small ad hoc requests out of order if the request is relatively easy to complete (e.g. an existing report already exists and just needs to be run).*

1. Projects supporting planning (e.g. Educational Master Plan, program planning, prioritization, etc.)
2. Scheduled annual projects for evaluating campus programs and student support services (e.g. Tableau dashboards, surveys, etc.)
3. Internal ad hoc requests from the campus community in the order received
4. External ad hoc requests that have been approved by the district Institutional Review Board (IRB) or the college president

MOORPARK COLLEGE

**Office of Institutional Effectiveness, Grants and Planning**

**2018-2019 Calendar of Projects**

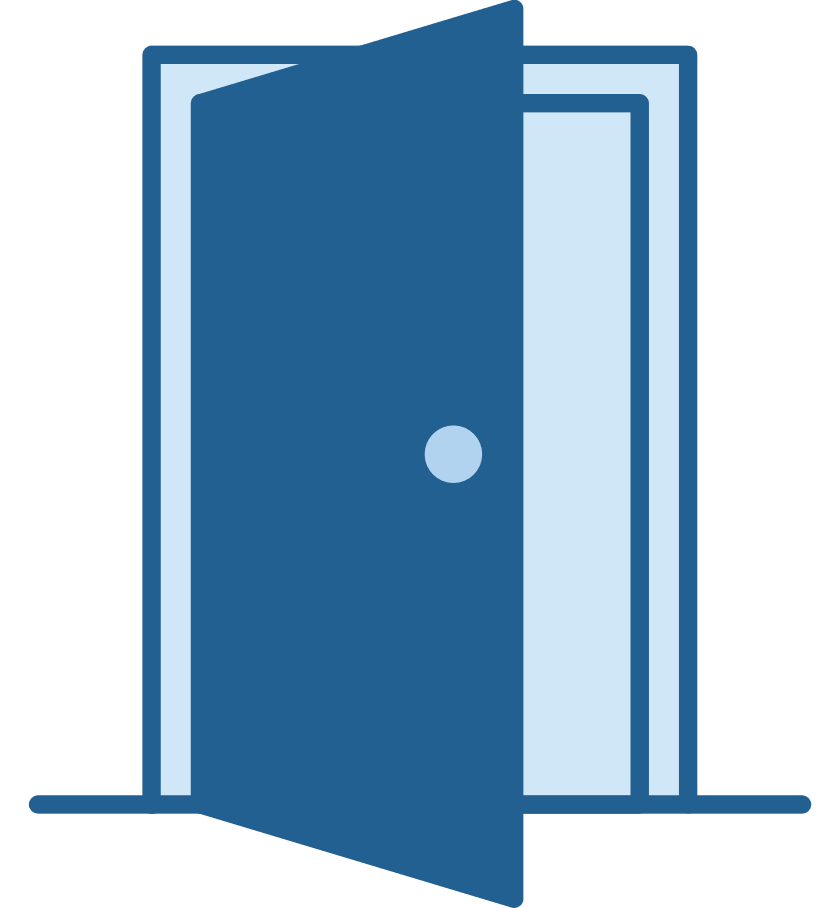
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| --- | --- |
| JULY | * IE Report * Scorecard Report for BOT |
| **AUGUST** | * Flex week—Tableau/TracDat Workshop * Flex evaluations |
| **SEPTEMBER** | * Faculty Prioritization—Current majors due, FTE due * Flex forms—week after census (consider giving to VPAA) |
| **OCTOBER** | * Classified, Technology & Facility Requests for Program Plans * VP Program Plan evaluation form (with outcomes data)-first week * Convert SDA queries to ARGOS |
| **NOVEMBER** | * Convert SDA queries to ARGOS |
| **DECEMBER** | * Educational Master Plan peer group benchmarking and environmental scan * Workplan status update |
| **JANUARY** | * HSI application/Needy student waiver * Proficiency Award automation—1st week * Flex forms—week after census (consider giving to VPAA) |
| **FEBRUARY** | * Begin work on ACCJC Annual Report—due April |
| **MARCH** | * Gainful Employment * Annual completion data (ACCJC standards)—March 1st for Academic Senate * Workplan status update |
| **APRIL** | * Start updating information in database for program planning |
| **MAY** | * Proficiency Award automation—4th week. |
| **JUNE** | * Continue updating information in database for program planning * Workplan status update * 2016-2019 Strategic Plan Dashboard |

MOORPARK COLLEGE

**Office of Institutional Effectiveness, Grants and Planning**

**Research Questions Based on 2018-2019 Workplan**

**STRATEGIC DIRECTION #1**



**STUDENT ACCESS**

|  |  |  |
| --- | --- | --- |
|  | **INITIATIVES/ACTIONS** | **RESEARCH QUESTIONS** |
| **1** | CLU connect w/diverse populations | Does having a student coach increase course success rate compared to a control group? |
| **2** | Establish Rising Scholars and Safe Passages | Does participation in these programs increase students’ belief that they will attend Moorpark College after they graduate? As a result of participating in this program, has the student recommended Moorpark College to friends and family? |
| **3** | Explore HSI funding | Are there any programs on campus that have closed the equity gap for Latino students? If so, how did they close this gap, and can it be replicated? |
| **4** | Increase corporate sponsorship | What are the most effective messages/strategies to obtain corporate sponsors? |
| **5** | Develop AB19 | How many 7th graders in our feeder territory are are not on a college-going path?  How many current 12th graders and MC students do not qualify for the California Promise Grant but yet demonstrate a need for financial support to succeed at our college?  How many 12th graders and MC students qualify for the California Promise Grant but need additional financial help to succeed?  What financial obstacles cause students the most amount of daily stress (car payment, rent, tuition, books, childcare, etc.)? |
| **6** | Market to underrepresented populations | What are the most effectives marketing strategies for underrepresented populations? |
| **7** | Build adult-learner outreach (weekend college) | What are the most effectives marketing strategies for adult learners? |

**STRATEGIC DIRECTION #2**



**STUDENT RETENTION AND SUCCESS**

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| --- | --- | --- |
|  | **INITIATIVES/ACTIONS** | **RESEARCH QUESTIONS** |
| **1** | Intervene with "D" and "F" students with implementation of Star Fish and case management tool | Did course success rates increase in Starfish pilot math sections? |
| **2** | Provide clear pathways for students to complete the requirements for transfer, degree attainment, and certificate of achievement completion | Do students finds pathway handouts useful? |
| **3** | Recognize academic improvement and excellence across student populations | What messages resonate with potential honors students from underrepresented groups? |
| **4** | Develop free text lending program - English/Math | Was the lending program a deciding factor in the student enrolling in both English and Math in their first semester? |

**STRATEGIC DIRECTION #3**

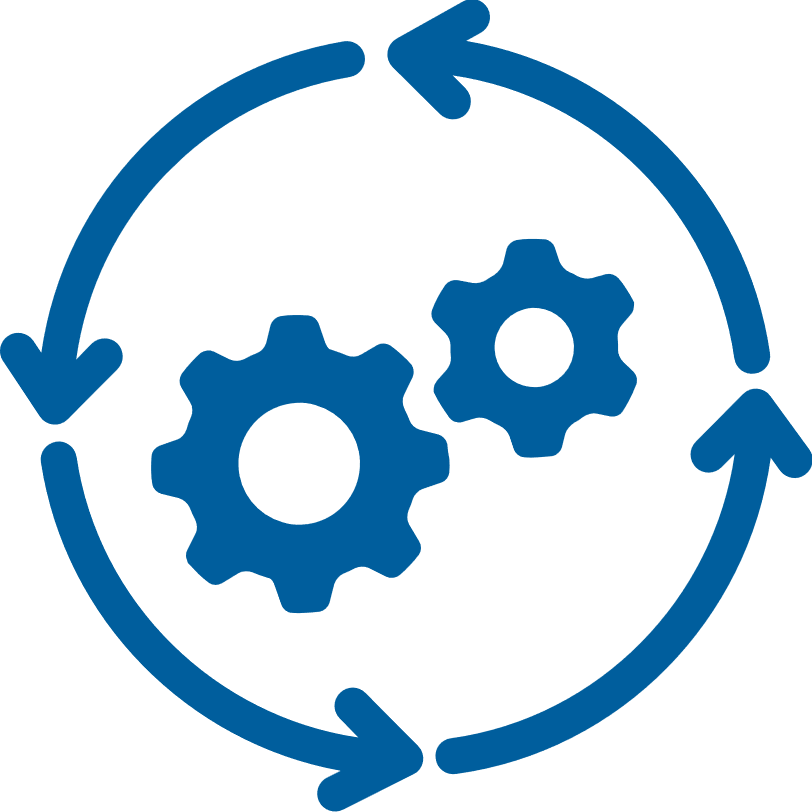


**RESPONSIVENESS TO MARKETPLACE**

**THROUGH CAREER PREPARATION & TRAINING**

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| --- | --- | --- |
|  | **INITIATIVES/ACTIONS** | **RESEARCH QUESTIONS** |
| **1** | Provide internship opportunities | Did internships increase a graduate’s chance of getting a job in their field of study? |
| **2** | Provide short term career training | For students who enrolled in these programs, how did they hear about this program, and what inspired them to enroll? |
| **3** | Improve CTE Online presence | How do students end up on the CTE website (via social media, google, MC homepage, etc.)? |
| **4** | Develop Career Pathways for Middle School | What careers are middle school students most interested in? |

**STRATEGIC DIRECTION #4**



**EFFECTIVE USE OF ORGANIZATIONAL**

**RESOURCES**

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|  | **INITIATIVES/ACTIONS** | **RESEARCH QUESTIONS** |
| **1** | Convene department chair meetings regularly | What was the most useful content/discussion  of each chair meeting? |
| **2** | Capitalize on grant opportunities | What is the ideal criteria to determine whether we should  pursue a grant? |
| **3** | More classified staff professional development | What competencies should all staff be knowledeable about? |
| **4** | Make all classrooms "smart" | Do course success rates increase after a classroom has been “smart”-ified? |
| **5** | Integrate Sustainability – Campus operations and environmental initiatives | What sustainability initiatives most resonate with students (e.g. recycling, solar panels, etc.?) |
| **6** | Comprehensive internal all-campus calendar | If the calendar is created, what percentage of employees utilize  this calendar? |

**STRATEGIC DIRECTION #5**



**CAMPUS SAFETY AND SECURITY**

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| --- | --- | --- |
|  | **INITIATIVES/ACTIONS** | **RESEARCH QUESTIONS** |
| **1** | Run emergency alerts including all campus areas and employees | What percentage of students and staff check emergency alerts as soon as they come in, especially if they are in class or in a meeting? |
| **2** | Provide more info on roles of employees in emergencies | Do all employees know what to do in case of an active shooter? |
| **3** | Expand TIX awareness and training to all MC students | Do student have long-term retention of knowledge learned from TIX training (e.g. after six months)? |
| **4** | Inform students of safety/security efforts and tie to relevant social movements like #MeToo and anti-gun violence movements | What campus safety issues are student most worried about, and what do they feel the college can do to alleviate those worries? |
| **5** | Redesign BIT to become a CARE Team and hire a person who works as a case manager within BIT/Care and with Title IX. Related to this: enlist investigators for Title IX and conduct cases. | Do students who interact with a CARE Team feel they were treated in a respectful manner? |
| **6** | Increase availability of campus police to students & employees | Does increased visibility of police make students feel safer? If so, how often does a student need to see police presense to feel safe? |