MOORPARK COLLEGE

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

**Annual Research Agenda 2022-2023**

**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 college president

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**2022-2023 Calendar of Projects**

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| JULY | * QA Program Planning data and finalize uploads from spring |
| **AUGUST** | * Flex week—Tableau and eLumen Workshops * Flex evaluations * Update program plan three year schedule |
| **SEPTEMBER** | * Faculty Prioritization—Current majors due, FTE due * Flex forms—week after census * Cross check eLumen with catalog to ensure all courses are there * Create contact lists for PACE spring campaigns |
| **OCTOBER** | * Classified, Technology & Facility Requests for Program Plans * VP Program Plan evaluation form (with outcomes data) |
| **NOVEMBER** | * Compile program plan revisions for next cycle based on feedback |
| **DECEMBER** | * Collect fall assessment data in eLumen |
| **JANUARY** | * HSI application/Needy student waiver * Proficiency Award automation—1st week * Flex forms—week after census (consider giving to VPAA) |
| **FEBRUARY** | * CTEOS student contact information * Create contact lists for PACE fall campaigns |
| **MARCH** | * ACCJC Annual Report * Organize planning retreat |
| **APRIL** | * Start updating information in database for program planning |
| **MAY** | * Proficiency Award automation—4th week. * Collect spring assessment data in eLumen |
| **JUNE** | * Continue updating information in database for program planning * Annual Work Plan status update * Strategic Plan Dashboard |

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**Research Questions 2022-2023**

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|  | **INITIATIVES/ACTIONS** | **RESEARCH QUESTIONS** |
| **1** | Guided Pathways | Why did students choose their Area of Interest/Major?  Are the maps helpful for students to choose their courses?  Do students follow their course maps?  Do certain sequences of courses result in higher persistence, e.g. should students take Math in their first semester or second semester? |
| **2** | AB705 | Do students successfully complete transfer level Math when given 2 years to do so?  Do extended Math bridges improve success in transfer level Math?  Do Math bridges, Math co-reqs, or other English programs make a difference for students with disabilities (ACCESS), either in year 1 or in year 2?  Does enrollment in co-req courses like Math M905 improve success rates?  What interventions are most effective to increase Math success rates for students who did not complete HS Algebra II? |
| **3** | Diversity, Equity and Inclusion | What initiatives are most effective to improve Diversity, Equity, and Inclusion? See Equity Plan for details of projects that will be evaluated.  Does taking ethnic studies improve course success rates and persistence in subsequent semesters? |
| **4** | Enrollment Management | Does two way text messaging improve student outcomes?  Does contacting students the same day they apply increase the conversation rate of apply to enroll?  Does removing the COVID-19 vaccination requirement increase student enrollment and FTES?  Where are we losing students in the enrollment funnel? |
| **5** | Distance Education | What classes on ground are filling/not filling, and why?  Does POCR certification improve student success? |
| **6** | CTE | Are the college’s CTE degrees aligned with labor market needs?  Are the college’s CTE degrees aligned with employer needs?  How can the college collaborate with employers to improve student employment outcomes? |