Moorpark College

Midterm Report

Submitted by:
Moorpark College
7075 Campus Rd
Moorpark, CA 93021

Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Date Submitted:
October 15, 2020

Certification

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Julius Sokenu
President, Moorpark College
7075 Campus Rd
Moorpark, CA 93021

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

_____

Mr. Bernardo M. Perez, Chair, Board of Trustees, Ventura County Community College District Date

_____

Dr. Greg Gillespie, Chancellor, Ventura County Community College District Date

_____

Dr. Julius Sokenu, President, Moorpark College Date

_____

Professor Nenagh Brown, Academic Senate President, Moorpark College Date

_____

Mr. Gilbert Downs, Classified Senate President, Moorpark College Date

_____

Mr. Kristopher Hotchkiss, Associated Students President, Moorpark College Date

Table of Contents

Report Preparation
Plans Arising from the Self-Evaluation Process
Response to Recommendations for Improvement
    Recommendation 1: Disaggregate Student Learning Outcomes
    Recommendation 2: Regular Assessment of Course Learning Outcomes
    Recommendation 3: Long-Range Financial Plan
Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution-Set Standards
    Student Learning Outcomes (Standard I.B.2)
    Institution-Set Standards (Standard I.B.3)
Report on the Outcomes of the Quality Focus Essay Projects
    Action Project 1: Institutional Effectiveness Resources
    Action Project 2: Program Planning Process
Fiscal Reporting
Appendices

Report Preparation

The Midterm Report was prepared by the Moorpark College Education Committee on Accreditation and Planning (EdCAP), which is attended by 35 members from all constituent groups (evidence: EdCAP charter). EdCAP began the process by establishing a timeline with leads for each section in August 2019 (evidence: timeline and leads). In September and October 2019, EdCAP conducted a gap analysis of each Midterm Report section (evidence: gap analysis and QFE gap analysis). From November 2019 to January 2020, EdCAP completed and reviewed a first draft of the report. From February to May 2020, the Midterm Report draft was shared with various constituency groups including the Academic Senate, Classified Senate, and Associated Students of Moorpark College and revised based on feedback (evidence: minutes). Finally, the Midterm Report was reviewed and approved by the Board of Trustees on June 23, 2020 (evidence: board minutes).

The following list of individuals from EdCAP contributed to preparing the report:

Position	Name	Present
Co-Chairs	Nenagh Brown	
	Oleg Bespalov	
VP Academic Affairs*	Mary Rees	
VP Business Services*	Silvia Barajas	
VP of Student Support*	Amanuel Gebru	
Academic Senate Pres.*	Nenagh Brown	
Dean members:	Oleg Bespalov	
	Howard Davis	
	Carol Higashida	
	Matt Calfin	
	David Gatewood	
	Khushnur Dadabhoy	

Position	Name	Present
Department members:		
ACCESS	Silva Arzunyan	
EATM	Gary Wilson	
Kin/Health/Athletics	Remy McCarthy	
Behavioral Sciences	Chad Basile / Dani Vieira	
Business	Josepha Baca	
Chemistry/Earth Sci	Roger Putnam/Rob Keil	
Child Development	Cindy Sheaks-McGowan	
Counseling	Jodi Dickey	
English/ESL	Sydney Sims	
EOPS	Angie Rodriguez	
Fine Arts	Erika Lizee	

Position	Name	Present
Mathematics	Phil Abramoff	
Media Arts & Comm Studies	Rolland Petrello	
Performing Arts	John Loprieno	
Physics/Ast/Engr/CS	Erik Reese	
Social Sciences	Chris Beam/Hugo Hernandez	
World Languages	Vacant	
Student Health Center	Sharon Manakas	
* Ex-officio, non-voting members		
Guests:		

	Monica Garcia			Health Sciences	Christina Lee			Student Activities Specialist	Kristen Robinson	
	Sam Lingrosso			Library	Danielle Kaprelian			Student Success Services Supervisor	Claudia Sitlington	
Ass. Students (advisory)	Kriss Hotchkiss			Life Sciences	Audrey Chen					

NEED TO ADD GILBERT OR CLASSIFIED REP TO ABOVE, EDCAP REVISING MEMBERSHIP SOON

In addition to EdCAP members, the following College and District staff contributed to preparing the report:

Position	Name
Vice Chancellor of Institutional Effectiveness (District)	Larry G. Buckley
Vice Chancellor, Business and Administrative Services (District)	David El Fattal
Interim Vice Chancellor, Human Resources (District)	Jim Dembowski
Director of Employment Services/Personnel Commission (District)	Michael Arnoldus
Director, Employee Relations and HR Operations (District)	Laura Barroso
Faculty SLO Coordinator (College)	Rachel Beetz
Faculty SLO Committee Chair (College)	Danielle Vieira

Plans Arising from the Self-Evaluation Process

During the College's 2016 self-evaluation process, faculty, staff and students identified areas of improvement to strengthen our alignment to the Standards. This section reports on those self-identified improvement plans by describing the progress and outcomes for each plan in the chart below. Any plans that are not completed are clearly identified below with specific timelines and responsible parties.

Self-identified Improvement Plan	**Progress and Outcomes**
I.B.2/II.C.2: With the recent growth in institutional research staff, the College will resume its focus on collaborating with all college programs to address research needs, as further discussed in the Quality Focused Essay.	As part of the annual program planning process, Institutional Effectiveness (IE) staff meet with at least one third of all programs annually to provide hands on training and review program specific data. During these small group discussions, the IE staff identify additional research needs and incorporate those changes into next year's annual program planning process. For example, as a result of meeting with the Counseling department, the IE staff realized that they do not currently provide a Tableau Dashboard for Counseling, and as a result will now create such a dashboard for the 2020-2021 program planning cycle. (evidence: program_plan_proposed_revisions_for_2020-2021)
III.A.1/IV.C.3: The College working with the District Council on Human Resources (DCHR) will complete and submit for Board review BP/AP 2170 (7120) with expanded wording to include policy and procedure related to interim hiring and emergency hiring. The College will be presented with a summary regarding chancellor and president evaluations.	Shortly after submitting the 2016 ISER, the college updated the BP and most of the AP 7120 in September 2016. Language for emergency hiring of adjunct faculty was updated in September 2018. AP/BP 2435 Evaluation of the Chancellor was updated in January 2017 (Evidence: BP/AP 7120, 2435)
III.A.1: The College working with human resources will attempt to broaden and clarify job announcements related to equity hiring practices.	The college and district plan to explore these issues further in 2020. The project will be led by the Director of Employment Services at the DAC.

	The college engaged in professional development to learn and develop best practices related to job announcements related to equity hiring practices. (evidence: Sean Harper PPT)
III.A.5: The District will assess the feasibility of using an electronic tool to assist in gathering data for evaluations of all employees.	The District has established and begun the process of developing the use of electronic tools for student evaluations of faculty. At its current HR staffing level, the district is not able to fully implement an electronic tool for employee evaluations. However, the district is increasing HR staffing in 2020 and plans to implement an electronic tool by December 2020. The project will be led by the district Director of Employee Relations and HR Operations. (evidence: meeting minutes from district workgroup—see Dan Watkins)
III.A.5: The District and Colleges will provide additional training opportunities for evaluators related to an effective performance evaluation process.	Currently, the district provides all evaluators with the Frisk Manual which outlines the steps required to properly manage employee performance (evidence: Frisk Manual). Additionally, district HR staff provide 1x1 training to supervisors upon request. The district is investigating using outside legal companies to provide training for performance evaluation process. At its current HR staffing level the district is not able to provide additional training opportunities beyond these. However, the district is increasing HR staffing in 2020 and plans to provide additional training by going out to the campuses at least once per year to provide training on various HR processes including performance evaluations. The HR departments plans to start these trainings by December 2020. The project will be led by the district Director of Employee Relations and HR Operations.
III.A.9/III.A.10: The District and Colleges will continue to analyze the barriers to timely hiring, and work with the human resources department to review and streamline current hiring processes.	The district is exploring hiring a consultant to conduct a review of hiring practices in 2020. Based on the consultant's findings, the district will review different strategies to streamline hiring. The project will be led by the Director of Employment Services.

III.A.10: The College and District will use the new functional maps to define roles and responsibilities.	The college and district are working towards this goal. In spring 2019, the district contracted with College Brain Trust (CBT) to conduct a comprehensive analysis of district and college functions. As part of its recommendation, CBT concluded that "The district should review and document all district office functions so that everyone understands the purpose and role of the district. As part of this review, the district should revisit and revise, as needed, their map of responsibilities between the colleges and the district required by the community college accrediting body (ACCJC)." The college and district will meet Fall 2020 to review needed revisions. These revisions will be incorporated into the revised District Decision-Making Handbook which should be complete by end of fall 2020. The projected will be led by the Vice Chancellor of Institutional Effectiveness.
III.A.10: The College will examine the compensation structure for administrative employees, including salary schedule and benefit contributions.	The district conducted a base pay study in 2017 and updated the base pay in 2019. The district does not plan to study benefit contributions at this time. (Evidence: Management Salary Study aged two years 3 5 19 summary)
IV.A.6: The College will examine how to centralize where resource prioritization decisions are posted on the web to ensure ease of access to the information.	All final resource allocation lists are now posted on the planning website (Evidence: link to planning website). The link will also be shared widely as part of annual training for program planning and embedded in the program planning template (Evidence: program planning template screenshot).
IV.D.5: The College and District will work together to complete the District Strategic Plan as defined in the Integrated Planning Manual.	The District began developing a 6 Year District Strategic Plan in the Fall, 2019. The Plan priorities were crafted in full consideration of the VCCCD District Strategic Goals approved in Spring, 2019. The 6 Year District Strategic Plan process was led by the Vice Chancellor of Institutional Effectiveness in collaboration with a Strategic Plan Workgroup consisting of both District and campus administrative, faculty, Classified staff, and student constituencies. The Vice Chancellor provided both the Board of Trustees and the District Consultation Council

	with updates throughout the Fall and Spring semesters. A completed plan will be submitted to Consultation in Fall 2020 and the Board of Trustees by Spring 2020. (evidence: District Strategic Plan, Strategic Plan discussion minutes at Consultation and BOT from 08.30.2019 to 02.07.20)
IV.D.5: The College and District will work together to determine a process for the development of the District Facilities Master Plan to align with the College master plans as defined in the Integrated Planning Manual.	The Moorpark College Facilities Master Plan was fully updated in 2015 with input from various campus and district constituents, and is currently being aligned to the new Educational Master Plan (evidence: Facilities Master Plan 2015-2025, FT-CAP minute from fall 2019, 2020 planning retreat agenda or handout from John). The college's facilities plan meets the current needs of the college. District committees discuss districtwide facilities needs, such as the purchasing of solar panels and a districtwide emergency notification system (evidence: DCAS minutes). The district strategic plan will drive the creation of the district facilities master plan.

Response to Recommendations for Improvement

At the conclusion of Moorpark College's 2016 evaluation process, ACCJC identified three recommendations for improvement in order to increase institutional effectiveness. This section reports on the outcomes of the college's efforts to address these recommendations.

College Recommendation 1 (Improvement): In order to meet the Standard, the team recommends that the College analyze and disaggregate learning outcomes for subpopulations as defined by the College. (I.B.5, I.B.6)

To address this recommendation, the college reviewed its legacy version of TracDat and determined it was not capable of disaggregating SLO data. As a result, the college decided to transition from TracDat to eLumen so that it can gather SLO data at the student level. Before making this decision, the Student Learning Outcomes Committee (SLOC) reviewed presentations in fall 2019 from both an updated version of TracDat and eLumen and unanimously decided eLumen was a more capable software based on criteria identified in the committee's scoring rubric, including its capacity to disaggregate SLO data (evidence: minutes from SLOC including scoring rubric, senate minutes). The Academic Senate also approved the recommendation (evidence: minutes). In spring and summer 2020, the IE office and SLO coordinator worked with eLumen to migrate existing SLO information as well as spring roster data into eLumen. Training for faculty and Deans was provided in fall 2020, and faculty will be submitting student level SLO data into eLumen at the end of their fall 2020 courses. The IE office will then able to run disaggregated SLO data reports in summer 2021, and provide the data to departments as part of the annual program planning data packet. The IE office and SLOC will provide training on how to interpret this data at a fall 2021 Flex session as well as through small group training sessions for department chairs in September 2021 (evidence: flex schedule).

College Recommendation 2 (Improvement): In order to increase effectiveness, the team recommends that the College conduct regular assessment of the approved course learning outcomes (CLOs) for all officially approved courses appearing in the College Catalog. (II.A.3)

In compliance with the district's AP 4020, "Courses and instructional programs are reviewed and updated by faculty in the discipline area regularly. This review occurs, at a minimum, every five years for all courses and instructional programs and every two years for career technical education (CTE) courses and instructional programs. Some popular courses are reviewed more frequently (evidence: minutes showing PSY M01 review). Courses and instructional programs are reviewed for their relevance, appropriateness to mission, achievement of learning objectives, currency and potential for future needs." The SLO coordinator reviews the list of programs due for curricular review each semester, and then schedules a meeting with each respective program to help them review course learning outcomes thus allowing programs to make curricular changes to ensure SLOs are meet. (evidence: latest five year curricular review schedule, annual SLO coordinator report). This process ensures that all program outcomes are regularly reviewed on a five year

schedule, but does not guarantee that all course level outcomes in the in the catalog will be reviewed. To address this issue, the college will now track the last date of SLO review for each course in the catalog. This new process is now possible due to the migration from TracDat to eLumen as detailed above. Although the primary reason to migrate to eLumen was the disaggregation of SLO data, the migration also had the additional benefit of enabling the college to ensure all courses in the catalog are regularly reviewed through the Course Statistic report in eLumen that shows which SLOs have been evaluated in a given time frame (evidence: screenshot of a eLumen "Course Statistics and Evidence" report). Furthermore, the migration from TracDat to eLumen provided the college an opportunity to cross check the catalog to ensure no courses were missing from eLumen.

Finally, the IE Office will conduct an annual comprehensive review each September to ensure all the courses in the catalog match the courses in eLumen (evidence: annual research agenda calendar of activities).

College Recommendation 3 (Improvement) In order to increase effectiveness, the team recommends that the College develop a long-range financial plan that incorporates all cost components of other College and District plans ensuring that long-range financial planning is considered when making short-term financial decisions. (III.D.11)

The District has five primary budget allocation entities: Moorpark College, Oxnard College, Ventura College (including Santa Paula site), District Administrative Center (DAC) and Districtwide Services (expenditures for services that are shared districtwide for efficiency and effectiveness). During the annual budget development process, the Districtwide Council on Administrative Services conducts an annual review of the budget allocation model. This process includes discussions and modifications of long-range revenue and cost components for each organizational entity as well as the districtwide services budget. Annually, districtwide resource allocations are agreed upon, which may necessitate short- or long-term adjustments to the budgets at each campus. The annual Tentative and Adoption Budgets include a multi-year projection of revenues and expenditures for three years, which each college and DAC utilizes to develop its own budgets, based on the internal processes at each entity. Moorpark College will work with the district to enhance long-range financial planning for fiscal 2021-22. The college's long-range financial plans serve as the basis for making short-term financial decisions on campus Negotiations provided by Cynthia O https://www.moorparkcollege.edu/committees/fiscal-planning-committee/meeting-information). Notes from EdCAP-possible mention future of fiscal planning to account for SCFF.

Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution-Set Standards

Student Learning Outcomes (Standard I.B.2)

• What are the strengths of the process that helps lead the college to improve teaching and learning?

The Student Learning Outcomes Committee is a strength in the college's process that leads to improving teaching. Prior to the 5-year curriculum review cycle, the SLO Coordinator meet with disciplines prior to their review to discuss the language of the SLOs in addition to the gathering and interpretation of assessment data. The college now sees widespread adoption by faculty of the 5-year review process of gathering assessments in anticipation for their curriculum review, with 83% of faculty agreeing that the SLO process leads to improvements in teaching and learning and 85% of faculty agreeing that their department has discussed SLOs in the past year (evidence: midterm survey, examples of Math, English, and Psych department minutes showing SLO discussions). The SLO Committee continues to meet its goal of promoting "campus-wide understanding and integration of Student Learning Outcomes, facilitating campus dialogue to enhance institutional effectiveness and the continuous improvement of student learning." The committee meets once per month during fall and spring semesters to discuss current campus issues surrounding SLOs (evidence: link to SLO committee minutes).

Finally, SLOs are discussed as part of the college's annual program planning process. The 2016 ACCJC visiting team highlighted the strengths of this process and commended the college "for its inclusive, engaging and robust dialogue undertaken during the annual program review process in support of program planning and student success." (evidence: letter from ACCJC with commendations or team report)

• What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

The SLO Committee recognized the need from faculty across the college for a platform that would allow for a more streamlined data entry workflow and the ability to view disaggregated reports.

Upon the recommendation of the SLO Committee, the college is migrating from TracDat to eLumen for its SLO repository to allow for these needs (evidence: SLOC minutes with rubric evaluating vendors). The data in eLumen will populate from the student level through program learning outcomes to general education learning outcomes, automatically calculating results at each level. This ensures faculty, especially those teaching large courses, will be able to enter assessment data quickly with results populating automatically, leaving faculty more time to consider the results and respond to them in their instruction.

Once the eLumen integration is complete, the IE Dean and the SLO Coordinator will collaborate on an SLO Handbook that will be posted to the college website as well as provide training to all faculty.

As detailed in College Recommendation 2 above, the migration to eLumen will also enable the college to ensure all courses in the catalog are regularly reviewed.

• **Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.**

- Engineering – Based off its assessment testing, the engineering discipline adapted the pacing of their courses and the method of assignment review for student work. They agreed to pass out study guides to the student earlier to give them more time to prepare for large exams in addition to doing an initial review of student assignments before they were turned in for credit. (Evidence – Engineering TracDat CLO Report)
- Multimedia – continues to evaluate the effectiveness of their courses by considering the timeline and specific course topics. In 2017, it was suggested to expand the duration of several courses from four weeks to eight weeks. The follow-up assessments for these courses in 2019 show that more students were able to complete projects and master the material given the longer duration. (Evidence – Multimedia TracDat Report)
- History - in 2017, assessed their PLO "Students will be able to discuss ways that the content from this course applies to our contemporary society." Although the results passed the baseline set by the department, several faculty were surprised at the number of students who struggled to identify historical themes and make connections to today. The department discussed how to improve this further through the inclusion of more contemporary context and additional assignments in their classes that connect historical themes to today. This discussion will continue in 2020-21 as the department's curriculum is revised for its 5-year review. (evidence – Nenagh's spreadsheet, which will get put into TracDat this semester.)
- Music – Spring 2016 assessment results for the Music Theory course showed that fewer students had skill in reading music notation than necessary for the content for the course so music faculty decided to do a survey to see which students had the necessary skills. As a a result of this survey, tather than requiring Music Fundamentals as a prerequisite, music faculty decided

to offer several sections of music fundamentals over the summer, and recruit high school students to take it (usually incoming freshman enroll in Music Theory I). Online Fundamentals sections in early summer are offered before the high school year ends as well. During applied music auditions, students are given a simple sight singing test to determine skill level for Musicianship I.

• In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule.

As part of the current curricular review process the SLO Coordinator's schedule ensures that programs are reviewed on time. One issue that the college has identified as an area for improvement is the amount of time it takes faculty to gather data and sufficiently collect and record it. After they run the assessment, they have little time left to reflect on the results. eLumen will help solve this issue by streamlining the process of collecting data and running multi-dimensional and disaggregated reports automatically. For example, eLumen integrates with Canvas so faculty can enter grades and SLOs in the same platform. This will allow faculty more time to examine the reports and reflect on their teaching and program planning. Furthermore, this more effective process will ensure that all courses in the catalog are reviewed on time as discussed above in Recommendation 2.

eLumen will also improve the college's ability to collect data on program learning outcomes (PLO), general education learning outcomes (GELO), and institutional student learning outcomes (ISLO), since the student level data reported in eLumen automatically rolls up from course SLOs to program and institutional outcomes. This will enable the college to analyze and reflect on PLOs, GELOs, and ISLOs in a more comprehensive manner.

Institution-Set Standards (Standard I.B.3)

ACCJC Standard I.B. 3 reads: "The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information." This section addresses Moorpark College's reflection on its trend-data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer rates, reported in the 2020 Annual Report. (evidence: 2020 annual report)

- **Has the college met its floor standards?**

Yes. See attached annual report. The college also recently raised some of its set-standards that it deemed too low (evidence:EdCAP minutes from March 2020).

- **Has the college achieved its stretch (aspirational) goals?**

Not yet. See attached annual report. However, progress is being made towards our stretch goals in alignment with the Chancellor's Office Vision for Success goals as detailed in the college's Educational Master Plan (evidence: emp). Moorpark College is proud of the progress its made in increasing student success rates over the past few years, as exemplified by Moorpark College being ranked first in the state on student completion (evidence: link to article from about us being #1).

- **What initiative(s) is the college undertaking to improve its outcomes?**

The college is undertaking a variety of student success initiatives as outline in the Educational Master Plan and Equity Plan (evidence: EMP and equity plan). These initiatives cover a wide range of improvements with a special focus on closing achievement gaps and include:

- Developing culturally-sensitive relevant marketing literature to increase enrollment of DI student groups
- Providing targeted onboarding at local high schools, middle schools, and community-based organizations
- Increasing the use of drop-in and appointment tutoring by equity-related programs (Vet Resource Center, Athletics, Foster Youth, ACCESS, and EOPS)
- Connecting foster youth and students on CA Promise A and B to participate in the EOPS program
- Providing awareness and mental health wellness workshops to DI students in order to promote retention
- Supporting faculty in developing more ZTC/OER courses
- Increasing course-embedded tutoring for Math and English
- Utilizing our early alert system by having counselors work with referred struggling or at-risk students
- Referring low-income students to financial support (Financial Aid Center, emergency micro-grants, scholarships, basic needs resources, etc.)
- Implementing guided pathways

Individual departments are also completing program-level initiatives which are aligned with the Education Master Plan and documented through the Annual Program Planning Process (evidence: link to most recent program plans).

How does the college inform its constituents of this information?

All major planning documents including the Educational Master Plan and all program plans are accessible on the college's planning website (evidence: link to planning website). Annual progress on collegewide initiatives is shared at EdCAP as well as the Annual

Planning retreat (evidence: planning retreat agenda, EdCAP minutes, EMP progress report). Progress on program level initiatives is documented through the annual program planning process, and one third of all program plans are reviewed by the Executive Team and Academic Senate president every year (evidence: memo of program planning trends).

Report on the outcomes of the Quality Focus Projects

Action Project#1: Expanding institutional effectiveness resources to enhance the College's culture of communication and evidence

Summary of progress and outcomes

Over the past three years, the college has made substantial progress in expanding IE resources to support the college, completing the 18 goals (see detailed status updates below). To support this expansion, the college received an IEPI grant which provided the financial resources to create a new Dean of IE position (Evidence: Moorpark_College_IE_Plan_Progress_Report). Once the grant funds were expended, the college continued to fund the position through grants and general fund.

Impact on Student Achievement and Student Learning

By expanding IE resources, the college has been able to increase the number of data dashboards it provides to faculty and staff for decision-making related to student achievement and student learning, as well as expand professional development opportunities on how to analyze the data. The expanded IE resources have also allowed the college to create a new Education Master Plan that is primarily driven by metrics (evidence: EMP). It also allows analysis of specific students achievement and learning initiatives such as SEA and AB705.

Plans for expansion

The IE Office plans to continue expanding its dashboard tools to support new programs such as dual enrollment and new initiatives such as Guided Pathways. The IE office also looks forward to expanding its abilities to disaggregate SLO data with the migration to eLumen from TracDat, and evaluating whether program planning should also migrate from TracDat to eLumen.

Detailed status updates

Step 1: Identify and define data needs for the college

Goal	Progress and Outcomes
Collaborate with programs on specific research needs for program review and other program-specific needs	In summer 2018, the IE office implemented a tracking tool called Trello for managing workflow, tracking data requests, and allowing end users to check the status of their research requests. In 2018-2019, the IE office completed 340 research projects for program review and other program specific needs. (evidence: screenshot of Trello board) To improve the user experience, the IE office also retired its research request form which added an unnecessary barrier for faculty and staff to submit research requests. Instead, the IE office accepts requests from any approach most convenient to the end user (via phone call, email, in a meeting, etc.), and then documents the requests in Trello and sends the requestor a link from Trello so they can track the progress of the request (evidence: screenshot of IE website with text showing how to request research and that Dean approval required). Requests are prioritized by the IE office using criteria established in the Annual Research Agenda (evidence: research agenda)
Collaborate with programs for specific state-wide initiatives	IE has provided support for several statewide initiatives. For AB705, IE conducted several studies including pulling data that showed early success in the co-requisite model (evidence: email of success of Math 05 with and without 905) For the Student Equity Plan, the IE Office provided an analysis of equity gaps, and also created research designs for all initiatives funded by the equity plan (evidence: equity plan executive summary, research designs spreadsheet) Finally, the IE office collaborated with various stakeholders to ensure key metrics from various statewide initiatives such as the Vision for

	Success, Equity, and Guided Pathways are included in the Educational Master Plan (evidence: EMP).
Collaborate with programs to determine specific CTE needs	The IE office now employs a research analyst solely focused on CTE. The CTE research analyst has been tasked with determining specific CTE needs for all three colleges in the district, including how to track job placement rates and creating the CTE Report to the Board of Trustees (evidence: BOT report). IE collaborated with CTE to ensure CTEOS survey data is completed (evidence: CTEOS report) The IE Office also houses the regional Center of Excellence which provides additional support for CTE programs including Labor Market research (evidence: any recent LMI report from Adele). Finally, the IE office provides support to the Career and Transfer Center, including tracking the success of their internship initiatives (evidence: demographics provided to Celine of interns).
Collaborate with Student Services programs to determine data needs	Over the past three years, the IE Office has built several new dashboards for program planning to support students services, including dashboards for ACCESS, EOPS, Honors, Student Health Services, Tutoring, and GPS (evidence: screenshots from program planning). In 2020, the IE Office is also working on creating dashboards for counseling, dual enrollment, and PACE (evidence: proposed program plan changes memo to EdCAP).
Collaborate with Business Services programs in order to develop data	Upon further discussions with business services, the college realized that almost all of the departments' data needs are already being met through the canned reporting tools included in their tracking software. For example, IT already has dashboards built to track network downtime, as well as reports to track open help desk tickets (evidence: screenshot of an IT report showing network or something about tickets).

	However, the IE Office did identify one report that was not already pre-built for Fiscal Services, and created a new Argos report for faculty assignments in January 2020 (evidence: screenshot of report hiding personal info).
Re-evaluate program data needs	The IE office continually collects feedback throughout the year on how to improve program planning data needs, reviews and adds to the feedback at EdCAP, and then implements the changes (evidence: Program Plan proposed revisions for 2020-2021). In fall 2018, the IE office also created a focus group to obtain feedback on program planning revisions (evidence: focus group feedback—need to grab from Trello and put into word). Finally, Moorpark College has a strong culture of evidence, which resulted in programs submitting 340 research requests to meet their data needs in 2018-2019 (evidence: link to Trello).

Step 2: Develop dashboards to allow easy access to data

Goal	**Progress and Outcomes**
Implement *Tableau*	The IE Office has created dozens of dashboards which enable programs to dig into their data, especially for program planning. (evidence: screenshot of dashboards)
Advanced *Tableau* Training Sessions for Technical Data Specialists and Research Analyst	IE staff have attended various Tableau training sessions, including the annual Tableau conference. The training has resulted in the IE staff producing sophisticated and visually appealing dashboards (evidence: some intricate dashboard, maybe the CET vs non CET courses report).
Advance *Argos* Training Sessions for Technical Data Specialists and Research Analyst	The District office has provided hands on training in Argos, which is now the only tool available to pull data from Banner. The advanced training has allowed the IE office to build complex queries to meet user needs (evidence: screenshot of an Argos query showing a bunch of joins).

Program Planning Dashboard	The IE Office has built dozens of new Tableau dashboards for program planning, and is continuing to refine and build new dashboards based on feedback from users including dual enrollment and counseling in 2020 (evidence: screenshots from program planning, proposed program plan changes memo).
Schedule Development Dashboard	In collaboration with the District research office, the IE office has produced a three term schedule comparison report in Argos which enables deans and department chairs to review scheduling data from the same points in time over three years to improve scheduling, including enrollment, cancelled sections, and productivity. The report also enables deans and chairs to create future predictions of whether courses are likely to fill in order to decide whether additional sections should be added (evidence: screenshot three term comparison report).
Student Success & Equity Dashboard	The IE Office has created several Success and Equity Dashboards to support program planning that provide data such as course success rates by various demographic groups (evidence: screenshot of program planning dashboards).
Determine Additional Dashboard Needs	The IE Office has built dozens of new Tableau dashboards for program planning, and is continuing to refine and build new dashboards based on feedback from users including new dashboards for dual enrollment and counseling in 2020 (evidence: screenshots from program planning, proposed program plan changes memo). The IE Office also recently created an Argos dashboard to support AB705 (evidence: screenshot of AB705 report).
Evaluate Dashboards	Feedback on the dashboards has been positive, with 90% of survey respondents stating that the new Tableau dashboards enhance their program's capacity to make data-driven decisions (evidence: midterm report survey output). Furthermore, the IE office continues to refine existing dashboards based on feedback from end-users. For example,

	based in user feedback, IE office is expanding its equity dashboard to disaggregate not just by discipline but also by course (evidence: proposed program plan changes).

Step 3: Develop ongoing professional development opportunities regarding research and data use

Goal	**Progress and Outcomes**
"Get to Know Your Research Team" – Topical/Themed Workshops	To improve the visibility of the research team, program planning training sessions are conducted by all IE staff instead of just the IE Dean (evidence: flex schedule). Furthermore, the IE staff are actively involved in providing small group training sessions for at least one third of all programs every year as part of the program planning cycle (evidence: program plan list of meetings from Trello). Finally, the IE staff are active in community events across the campus; for instance one of the IE staff is responsible for organizing the campus-wide holiday party (email from Kim for holiday party).
Professional Development Week Sessions	IE Staff conduct a professional development session each fall on program planning. Furthermore, the SLO coordinator who is part of the IE office also conducts an SLO training session each fall (evidence: flex schedule).

Professional Development on New Data Resources Provided by State Chancellor's Office	As part of its small group program planning sessions the IE office provides training on pulling data from Datamart. The benefit of Datamart is that it allows programs to benchmark themselves against similar colleges statewide. To support this the IE Office has also updated the program planning template so programs can conveniently navigate to Datamart from the home screen. As evidence of this training, programs have incorporated Datamart data into their narrative (evidence: a program plan screenshot with datamart data in it).
Determine Additional Professional Development Needs	Based on feedback, the IE department now provides small group training session to at least one third of all programs each year (evidence: list of meetings from Trello) From these meetings, the IE Office has been able to determine which areas of the program planning process are most confusing and has created program planning user guides (evidence: program planning user guides). According to a recent survey, 71% of employees found the program planning user guides helpful, and 80% found the small group meetings with IE staff helpful (evidence: midterm survey results).

Action Project #2: A holistic look at the program planning process

Summary of progress and outcomes
Over the past three years, the college has made substantial progress in refining its program planning processes, completing twelve goals (see detailed status updates below). While the goals are 100% complete, much of the work is ongoing as the college continuously works to improve its program planning process.

Impact on Student Achievement and Student Learning
By increasing the number of programs involved in program planning, the college is now able to ensure that all programs review student achievement and learning data annually. Furthermore, the IE office has built Tableau dashboard and improved its training sessions to ensure faculty and staff are better able to utilize data to improve student success.

Plans for expansion
Every year, the IE office seeks feedback on how to improve the program planning process, and will continue to do so going forward. Furthermore, the college will review the list of programs required to do program plans every year to ensure no new programs are missing from the process.

Detailed status updates

Step 1: Identify and define appropriate College programs

Goal	**Progress and Outcomes**
Identify and define programs: • Subject area programs • Learning options programs • Service area programs • Other programs	Since 2016, the college has expanded the number of programs that conduct program reviews from X to X (evidence: list of programs in 2016 and list of programs in 2020)

Provide addendum to *Making Decisions at Moorpark College* identifying programs that will be expected to submit program plans or action plans (i.e., Student Equity Plan)	Instead of adding the list of programs to the *Making Decisions at Moorpark College,* the college added the programs to the college's planning website which makes it easier to find. The college will reference this link when it revises it handbook in 2020 (evidence: link to planning website, Program Plan three year schedule)

Step 2: Utilize technology to enhance the program planning process

Goal	**Progress and Outcomes**
Analyze current software used for program planning and modify template as needed	The program planning template was substantially modified by integrating TracDat and Tableau into a SharePoint frame in 2018 (evidence: screenshots of program plan). With the recent purchase of eLumen for SLOs, the college is now exploring migrating its planning process to eLumen (EdCAP minutes of demo and if applicable screenshot of pilot).
Offer professional development training sessions on using program planning software	The IE department provides training sessions annually as part of the college's Fall Flex Week (evidence: fall flex agenda). Feedback from the training sessions has been positive (evidence: flex evaluation results).
Offer professional development on best practices for developing data-driven program improvement plans	In addition to provide training at fall Flex, the IE Office also provides small group training sessions for each program due for VP review each year, as well as any other programs that request training sessions. In 2019, the IE Office provided 22 small group training sessions (evidence: screenshot from Trello of training sessions or put it in a word doc). Feedback has been positive, with 80% of survey respondents stating that the small group sessions were helpful with

	creating a data-driven program plan (evidence: midterm report survey output).
Evaluate enhancements of program planning template	In spring 2020, a survey was conducted to evaluate the enhancements to the program planning process including the creation of new Tableau dashboards and the integration of TracDat and Tableau into a SharePoint frame. 61% of respondents agreed that they were satisfied with the program planning template (evidence: midterm report survey output). The IE office continually collects feedback throughout the year on how to improve program planning, reviews the feedback with EdCAP, and then implements the changes (evidence: Program Plan proposed revisions for 2020-2021). In fall 2018, the IE office also conducted a focus group to obtain feedback on program planning revisions (evidence: focus group feedback—need to grab from Trello and put into word). In fall 2020, the college will explore migrating program planning to eLumen which appears to be more user-friendly than TracDat and may increase user satisfaction.
Develop a planning website where faculty, staff and administrators can easily find all planning resources.	A planning website has been developed, and includes all the college's master plans, program plans, and decisions on resource allocation (evidence: planning website link)

Develop "How-To" videos for the planning website	Upon further review, the IE office determined that videos were not the most effective tool for training given that the template is improved and revised annually. Instead, in response to feedback, the IE office created several "program planning user guides" for the program planning process (evidence: program planning user guides)
Evaluate enhancement of website resources	In spring 2020, a survey was conducted to evaluate the planning website. 65% of respondents agreed that they were generally satisfied with the documents provided on the enhanced planning website, which now includes all the college's planning documents and resource allocation lists which were added after the survey was conducted (evidence: midterm report survey output).

Step 3: Strengthen the communication loop in the program planning process

Goal	**Progress and Outcomes**
Develop a centralized location for resource allocation information	All final resource allocation lists are now posted on the planning website (Evidence: link to planning website). The link will also be shared widely as part of annual training for program planning and embedded in the program planning template (Evidence: program planning template screenshot).
Enhance the crosswalk between the program planning process and the college strategic plan	The program planning template is now organized around the five strategic directions of the college's strategic plan. Furthermore, starting in Fall 2020, for each strategic direction programs are now required to identify at least one goal and from this one metric from the strategic plan and describe how their program would have a direct impact on that metric (evidence: screenshot of program planning template).

Evaluate enhancements	In spring 2020, a survey was conducted to evaluate the program planning and resource allocation process. 46% of respondents agreed that they feel informed about resource allocation decisions, and 91% of respondents agreed that program planning is aligned with the college's Strategic Directions. (evidence: midterm report survey output). The college will continue to explore ways to enhance communication about resource allocation decisions (evidence: EdCAP minutes from 3/24/2020).

Fiscal Reporting

Please see attached the most recent Annual Fiscal Report (evidence: annual fiscal report 2020).

Appendices