



MOORPARK COLLEGE SELF EVALUATION

Quality Focused Essay

Planning for Continuous Improvement

During the accreditation self-evaluation process, Moorpark College engaged in reflective and deliberate discussions to identify action plans that support its efforts to improve student learning and student achievement. These discussions netted in many great ideas about how to build partnerships with the surrounding community, how to increase outreach efforts, and how to address small issues such as improvements to the program plan templates. Although these suggestions are worthy of action, and will be addressed over the coming year or so, they did not directly tie to the Action Plans identified in the self-evaluation process. After much deliberation, the College finally decided to focus on a structured way to assess and address its growing data needs. The College realizes that data are important for both data-driven decision making and communication. The first Action Project will focus on developing the College's research capacity to improve access by providing just-in-time data to faculty, staff, and administrators and to provide user-friendly technology. Through the increase in research and data availability, the College will be more effective in its evaluation of student learning and student achievement, allowing it to be more responsive to student needs.

The second Action Project will ask the College to engage in self-reflection regarding its program planning process. Given the College's 20-year history of program planning and review, the College has a strong, integrated planning process. Throughout this time the program planning process has been regularly reviewed and updated; however, all of the new state initiatives and the feedback gathered through the self-study require a fresh update for its processes. The goal of this second Action Project is to review the program planning process in light of new state and regional initiatives and the availability of new technology to improve the integration and efficiency of its processes. The second Action Project will contribute to the College's focus on continuous quality improvement in order to support student success and achievement.

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

While the College has been successful in institutionalizing a process of continuous quality improvement supported by data, the need for data by the campus has grown. This is due in part to new state accountability requirements but is also an outcome of a culture of evidence that the College has developed over the last several years. The College now has the resources, both in a fully staffed office of institutional research and new technology, to expand the data collected and assist the College community with developing innovative ways to evaluate and use data. In order to achieve this goal it is important that the data be easily requested by members of the College community, that it is easily available, and that results are widely communicated. While it is important to provide data, it is equally important that any individual wishing to use data has the necessary support to learn how to use the data effectively.

Step 1: Identify and define data needs for the college

The office of institutional research will begin by conducting a needs assessment to determine the variety of data demands that exist across the College. Different types of programs will require access to different data elements; for example, instructional programs need access to productivity data and student success and achievement data for their specific subject areas, while student service programs need access to student success and achievement data.

A variety of data are needed for effective College-level planning in addition to program-level planning. The office of institutional research will collaborate with College wide planning groups, councils, and committees to determine the kinds of data needed to support planning, program development, and evaluation. The needs assessment project will include Instructional, Student Services, and Business Services programs.

In an effort to support career technical education (CTE) program review and to provide information to CTE program faculty, staff, and administrators to facilitate conversation and planning, the office of institutional research will collaborate with the CTE/Perkins Workgroup, the Academic Senate, and faculty to determine data elements and research components for effective program review and curriculum development. In addition, the office of institutional research will collaborate with individual CTE programs to develop benchmarks and data resources for measuring successful course completion, student equity, program persistence, program completion, and job placement rates. Finally, the office of institutional research will collaborate with individual CTE programs to define program effectiveness standards and goals (similar to institutional effectiveness standards and goals that have been defined as part of the Institutional Effectiveness Planning Initiative).

In an effort to support program review for transfer programs, the office of institutional research will collaborate with the Academic Senate to determine data elements and research components (including the tracking of students who transfer to four-year institutions) for effective program review and curriculum development. In addition, the office of institutional research will collaborate with program faculty, staff, and administrators to develop benchmarks and data resources for measuring successful course completion, student equity, program persistence, program completion, and transfer success rates. The office of institutional research will collaborate with individual programs to define program effectiveness standards and goals (similar to institutional effectiveness standards and goals that have been defined as part of the Institutional Effectiveness Planning Initiative).

In an effort to support student service program review, the office of institutional research will collaborate with the student services and business services staff, faculty, and administrators to determine data elements and research measures for effective program review, and to develop benchmarks and data resources.

Relevant Standard(s)	Outcome	Measures of Progress	Responsible Parties	Timeline
1.B 2.A	Collaborate with programs on specific research needs for program review and other program-specific needs	Number of appointments Number of data requests	Office of institutional research	fall 2016 - spring 2017
1.B 2.A	Collaborate with programs for specific state-wide initiatives	Number of appointments Number of data requests	Office of institutional research	fall 2016 - spring 2017
1.B 2.A	Collaborate with programs to determine specific CTE needs	Number of appointments Number of data requests	Office of institutional research	fall 2016 - spring 2017
2.C	Collaborate with Student Services programs to determine data needs	Data Request Focus Groups Usage Reports	Office of institutional research	fall 2016 - spring 2017
2.C 3.C 3.D	Collaborate with Business Services programs in order to develop data	Data Request Focus Groups Usage Reports	Office of institutional research	fall 2016 - spring 2017
1.B 2.A 2.C 3.C 3.D	Re-evaluate program data needs	Input from various program groups Communication Survey	Office of institutional research Office of student learning	spring 2019 and spring 2021

Step 2: Develop dashboards to allow easy access to data

The College has invested in several software programs that provide a user-friendly interface while still meeting the extensive data demands. The office of institutional research will take the lead on the use of these programs by training its staff and then developing user-friendly dashboards for use by faculty, staff, and administrators.

Relevant Standard(s)	Outcome	Measures of Progress	Responsible Parties	Timeline
1.B	Implement <i>Tableau</i>	Satisfaction Surveys Usage Reports	Office of institutional research	fall 2016
3.A	Advanced <i>Tableau</i> Training Sessions for Technical Data Specialists and Research Analyst	Attendance at Training Sessions Staff Feedback	Office of institutional research	spring 2017
3.A	Advance <i>Argos</i> Training Sessions for Technical Data Specialists and Research Analyst	Attendance at Training Sessions Staff Feedback	Office of institutional research	spring 2017
4.A	Program Planning Dashboard	Usage rates Satisfaction surveys	Office of institutional research	fall 2017
4.A	Schedule Development Dashboard	Usage rates Satisfaction surveys	Office of institutional research	spring 2018
4.A	Student Success & Equity Dashboard	Usage rates Satisfaction surveys	Office of institutional research	fall 2018
4.A	Determine Additional Dashboard Needs	Satisfaction surveys Focus groups	Office of institutional research	spring 2019
1.B 4.A	Evaluate Dashboards	Satisfaction surveys	Office of institutional research	spring 2020 and spring 2022

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

In order to ensure easier and more user-friendly access to data, the College will promote the use of these new tools by effectively communicating the existence of the dashboards, providing training to all College groups, and gathering feedback on how to improve the tools.

Relevant Standard(s)	Outcome	Measures of Progress	Responsible Parties	Timeline
1.B 3.A	“Get to Know Your Research Team” – Topical/Themed Workshops	Feedback from workshops	Professional Development Committee Office of institutional research	spring 2017 and ongoing
1.B 3.A	Professional Development Week Sessions	Feedback from workshops	Professional Development Committee Office of institutional research	fall 2017 and ongoing
1.B 3.A	Professional Development on New Data Resources Provided by State Chancellor’s Office	Feedback from workshops	Professional Development Committee Office of institutional research	spring 2017 and ongoing
1.B 3.A	Determine Additional Professional Development Needs	Satisfaction surveys Feedback from workshops	Professional Development Committee Office of institutional research	spring 2017 and ongoing

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

While the College is proud of its program planning process and has mechanisms in place for groups to give annual feedback on the process, it would like to take a more holistic review of the planning process to ensure it will meet the future needs of the College. The need for this project originates partially from external factors such as the expansion of state initiatives (i.e. Student Success, CTE, etc.), so that the requirements of these initiatives are seamlessly integrated into the planning process.

Step 1: Identify and define appropriate College programs

For the purposes of developing annual program plans, the College has typically defined a “program” based on subject area (discipline); for example, English is defined as a program. Some subject areas have selected to group themselves into larger programs; for example, biology, anatomy, physiology, microbiology and zoology have defined themselves as the biological sciences program. This freedom has allowed faculty, staff, and administrators to define the programs based on function and commonality.

This definition of “program,” however, has excluded larger programmatic groupings (learning options programs), such as a distance education program, professional development program, a basic skills program, a student success and equity program, student life (clubs and college activities), and the freshman experience program. Although the College indeed evaluates these programmatic groupings through a variety of institutional effectiveness reports, it has recently become clear that the College’s planning and evaluation processes would be improved by elevating these programmatic groupings to a “program,” allowing the faculty and staff who provide services and instruction in these areas to formally submit program plans including resource requests. This will also prompt the development and delivery of research and data reports to the appropriate faculty, staff and administrators who are tasked with providing these services and instruction to students.

Relevant Standard(s)	Outcome	Measures of Progress	Responsible Parties	Timeline
1.A 2.A	Identify and define programs: <ul style="list-style-type: none"> • Subject area programs • Learning options programs • Service area programs • Other programs 	Faculty, staff, administrator feedback	Office of student learning Academic Senate Committee and workgroup representatives	fall 2017 through spring 2018
1B	Provide addendum to <i>Making Decisions at Moorpark College</i> identifying programs that will be expected to submit program plans or action plans (i.e., Student Equity Plan)	Updated <i>Making Decisions at Moorpark College</i>	Office of student learning Academic Senate	fall 2018

Step 2: Utilize technology to enhance the program planning process

The College has been using TracDat as its organization tool for program plans as well as student learning outcomes. This software has recently gone through a major upgrade and the College now is faced with the need to modify its program plan templates. The College will evaluate the capabilities of the new version of TracDat and will determine whether to continue using this software tool or replace this tool with another. Once this decision is made, and the program plan template is in place, the College will develop standardized program plan reports that will be readily available for program faculty, staff and administrators to run whenever they need the information. Finally, the College will ensure all faculty, staff, and administrators have access to professional development opportunities that will assist them in using the software.

Relevant Standard(s)	Outcome	Measures of Progress	Responsible Parties	Timeline
1.B	Analyze current software used for program planning and modify template as needed	Meetings with vendor	Office of institutional research	fall 2016 through spring 2017
3.A	Offer professional development training sessions on using program planning software	Training schedule Attendance records Satisfaction surveys	Office of institutional research	spring 2017 and ongoing
3.A	Offer professional development on best practices for developing data-driven program improvement plans	Training schedule Attendance records Satisfaction surveys	Faculty, staff, administrators, office of institutional research	Starting in spring 2017 and ongoing
1.B	Evaluate enhancements of program planning template	Satisfaction surveys	Office of institutional research	spring 2018 and spring 2020
1.B	Develop a planning website where faculty, staff and administrators can easily find all planning resources	Usage reports Satisfaction surveys Focus groups	Office of institutional research	spring 2017 through fall 2017
3.A	Develop “How-To” videos for the planning website	Usage reports Satisfaction surveys	Office of institutional research	spring 2018
1.B	Evaluate enhancement of website resources	Satisfaction surveys	Office of institutional research	spring 2019 and spring 2021

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

The program planning process is an important part of the College's integrated planning. Through this process the programs plan, request resources, and assess results. The College would like to improve the resource allocation process to make it more easily accessible to programs. This will help programs quickly access information for their resource requests without having to go to multiple sites. In order to support this step, it is vital that the College provide a way in which those requesting resources, those prioritizing resources, and those delivering resources can easily retrieve the information needed.

Relevant Standard(s)	Outcome	Measures of Progress	Responsible Parties	Timeline
1.B	Develop a centralized location for resource allocation information	Usage rates Satisfaction surveys	Office of institutional research	fall 2016 and ongoing
1.A 1.B	Enhance the crosswalk between the program planning process and the college strategic plan	Committee minutes User surveys Focus groups	Office of institutional research	fall 2017- fall 2019
1.B	Evaluate enhancements	Faculty/staff surveys	Office of institutional research	fall 2020 and fall 2022