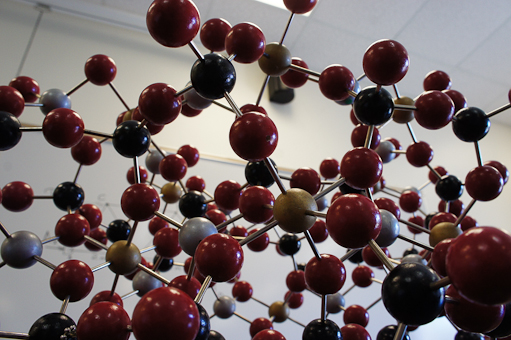
[](http://dwview.vcccd.edu/vcccd_photo/photos/mceng11/index.html)

MOORPARK COLLEGE SELF EVALUATION

# Quality Focused Essay

## Planning for Continuous Improvement

### Institutionalization of Best Practices Related to Program Review and Planning

During the accreditation self-evaluation process, Moorpark College engaged in reflective and deliberate discussions to identify action plans that support college efforts to improve student learning and student achievement. These discussions netted in many great ideas about how to build partnerships with our community, how to increase outreach efforts, and how to address small issues such as improvements to our 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 decided to focus its efforts in further 1. developing its research capacity to improve acced to important data at the moments that faculty, staff and administrators need information and 2. providing user-friendly technology in order to enhance the communication of data. 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.

While the College has been successful in institutionalizing a process of continuous quality improvement supported by data, the need for data by the campus community has grown. This is due in part to new state accountability requirements, but also is an outcome of the culture of evidence that the college has developed since before the 2010 Self-Evaluation. The College now has the resources, both a fully staffed office of institutional research and new technology, to expand data availability and to assist faculty, staff and administrators with developing innovative ways to evaluate and use data. This action project has several steps which build upon each other in order to achieve the ultimate goal of understanding the health of the programs in order to support program planning and student success and achievement efforts. In order to achieve this goal it is important that the data can 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 vital to ensure that any individual wishing to use data has the necessary support to understand how to use the data most effectively for their program development/improvement needs. (Standards I.A, I.B, II.A, II.C,III.A, IIID and IV.A)

**Action Project#1:** *What is the Health of My Program?*

*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 define the programs based on function and commonality.

This definition of “program” however has led to the exclusion of larger programmatic groupings (learning options programs), such as a Distance Education Program, a Basic Skills Program, a Student Success and Equity Program, Student Life (clubs and campus 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. This will also prompt for 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.

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| **Relevant Standard(s)** | **Outcome** | **Measures of Progress** | **Responsible Parties** | **Timeline** |
|  | Identify and Define Programs:   * 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 2016 |
| 1B | 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) | Updated *Making Decisions at Moorpark College* | Office of Student Learning  Academic Senate | Fall 2016 |

*Step 2: Evaluate and optimize template for program plans update or replacement for TracDat*

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 once a program plan template is place, the College will develop standardized program plan reports that will be readily available for program faculty, staff and administrators to run at the moment that they need the information.

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| **Relevant Standard(s)** | **Outcome** | **Measures of Progress** | **Responsible Parties** | **Timeline** |
| IB | Analyze new and current TracDat features for functionality and reporting tools | Analysis Report to be presented to Exec Vice President of Student Learning and EdCAP | Office of Institutional Research | Fall 2016 |

*Step 3: Provide Professional Development on Program Plan Template and Reports*

The office of institutional research will collaborate with the Professional Development Committee to provide a variety of training sessions to faculty, staff and administrators on how to effectively use the program plan software. Training sessions will also include best practices for developing data-driven program improvement plans.

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| **Relevant Standard(s)** | **Outcome** | **Measures of Progress** | **Responsible Parties** | **Timeline** |
| 3.A | Offer professional development training sessions on using program planning software | Training Schedule  Attendance Records  Satisfaction Surveys | Office of Institutional Research | Ongoing Starting in Fall 2016 |
| 3.A | Offer professional development on best practices for developing data-driven program improvement plans | Training Schedule  Attendance Records  Satisfaction Surveys | Faculty, staff, and administrators  Office of Institutional Research | Ongoing Starting in Spring 2017 |
| 3.A | Develop “How-To” Videos Using Camtasia Software | Usage Reports  Satisfaction Surveys | Office of Institutional Research | Spring 2017 |

*Step 4: Identify and Define Data Needs for College Programs*

Once the College programs are defined, the office of institutional research will begin conducting a needs assessment to determine the variety of data needs that exist across the college. Different types of programs will require access to different data elements; for example, instructional programs need access to productivity (525) data and student success and achievement data for their specific subject areas, where student service programs need access to college-level student success and achievement data.

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| **Relevant Standard(s)** | **Outcome** | **Measures of Progress** | **Responsible Parties** | **Timeline** |
| 3.D | Collaborate with programs on specific research needs | Number of appointments  Number of data request | Office of Institutional Research | Spring 2017 |

*Step 5: Identify and Define Data Needs for College Initiatives*

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 that are needed to support planning and development of programs and activities. These programs of activities currently include:

* Developing K-12 pathways
* Supporting Career Technical Education Program Development and Evaluation
* Analysis of Labor Market Information and Community Needs
* Supporting Basic Skills Program Development
* Developing Additional P-20 Educational Programs (Pre-School through Higher Education)

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| **Relevant Standard(s)** | **Outcome** | **Measures of Progress** | **Responsible Parties** | **Timeline** |
| 3.D | Collaborate with programs on specific research needs | Number of appointments  Number of data request | Office of Institutional Research | Spring 2017 |  |

*Step 6: Develop CTE Program Review Reports*

In an effort to support 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 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).

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| **Relevant Standard(s)** | **Outcome** | **Measures of Progress** | **Responsible Parties** | **Timeline** |
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*Step 7: Develop Transfer Program Review Reports*

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. Finally, 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).

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| **Relevant Standard(s)** | **Outcome** | **Measures of Progress** | **Responsible Parties** | **Timeline** |
|  | Collaberate with the various groups in order develop useful data for program review | Data Request  Focus Groups  Usage Reports | Office of Institutional Research | Ongoing-Spring 2017 |

**Action Project#2:** *Improve the use of data as a communication tool*

Several of the standards emphasize the importance of communication within the campus community. While the College has a variety of forums to discuss campus-wide events and issues (i.e. Y’all Comes, Strategic Planning Retreat, etc.), we would like to expand the concept of communication to embrace the use of data as yet another way that the campus connects with internal and external groups. While the first Action Project focuses on developing a better understanding the College’s data needs, this Action Project’s goal is to ensure that data is not just gathered by used effectively to communicate the needs of programs. In order to achieve this goal, the project focuses on a variety of steps to promote a user-friendly environment in which people can access data. The overall purpose of this Action Project is to ensure that all campus groups have easy access to the information they need in order to promote student success. Further, when programs make changes in hopes of increasing student achievement the programs will be able to assess the effectiveness of their changes in order to understand if the changes are valuable.

*Step 1: Revitalize Institutional Research Website and SharePoint Site*

To facilitate communication, the Office of Institutional Research will improve the research website so that the availability of data is better communicated throughout the College.

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| **Relevant Standard(s)** | **Outcome** | **Measures of Progress** | **Responsible Parties** | **Timeline** |
|  | Centrally Located, Easy-To-Find Program Planning Resources | Development of Website  Usage Reports  Satisfaction Surveys | Office of Instituional Research | Fall 2016 through Spring 2017 |
|  | Centrally Located, Easy-To-Find Progress Reports on Annual Resource Requests | Usage Reports  Satisfaction Surveys | Office of Instituional Research | Fall 2016 through Spring 2017 |

*Step 2: Use New Software to Develop Dashboards*

There are several programs in which the College has invested that provide a user-friendly interface but still will meet the robust data demands of the institution. The Office of Instituional Research will take the lead on the use of these programs by training its staff and then developing user-friendly dashboards.

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| **Relevant Standard(s)** | **Outcome** | **Measures of Progress** | **Responsible Parties** | **Timeline** |
| 1.B | Implement *Tableau* | Satisfaction Surveys  Usage Reports | Office of Institutional Research | Spring 2017 |
| 3.A | Advanced *Tableau* Training Sessions for Technical Data Specialists and Research Analyst | Attendance at Training Sessions  Staff Feedback | Institutional Research Advisory Committee (District Committee) | Spring 2017 |
| 3.A | Advance *Argos* Training Sessions for Technical Data Specialists and Research Analyst | Attendance at Training Sessions  Staff Feedback | Institutional Research Advisory Committee (District Committee) | 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 |

*Step 3: Develop Ongoing Professional Development Opportunities Regarding Research and Data Use*

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

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| **Relevant Standard(s)** | **Outcome** | **Measures of Progress** | **Responsible Parties** | **Timeline** |
| 3.A | “Get to Know Your Research Team” – Topical/Themed Workshops | Feedback from workshops | Professional Development  Office of Institutional Research | Ongoing-Spring 2017 |
|  | Professional Development Week Sessions | Feedback from workshops | Professional Development  Office of Institutional Research | Ongoing-Fall 2017 |
|  | Develop “How-To” Videos Using Camtasia Software | Usage Rates  Feedback from workshops | Office of Institutional Research | Spring 2017-Fall 2017 |