



MOORPARK COLLEGE SELF EVALUATION

Quality Focused Essay

(GAP ANALYSIS 10/22/2019)

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.

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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 CHECK! Now transparent with process set up to request research requests. Follow up: Where is this request form? How can requests be tracked as they move forwards? Are requests marked “continuing needs” tracked forwards to following cycle automatically?	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 CHECK! Guided Pathways; Equity Plan; SEA Annual Report . . .	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 CHECK! Two extended conversations starting with CTE and then expanded to all program requests. 1. How manage different funding resources for requests? Two opposing solutions; first, enter all requests to go in a single list to later be parsed out by management to differing funding sources; alternatively allocate more effectively as enter request, with more details provided of what budget to put request under. The input vs output alternatives! [Radical idea: do we need TRAWG? Just trust budget holders do what they can with requests.]	Number of appointments Number of data requests	Office of institutional research	fall 2016 spring 2017

	<p>2. Should we have a second pull date for program plan requests for facility and technology requests? For instance December? Constant change in funding sources, new grants, etc. (How do we deal with new categorical funding sources now? Through Deans Council?) Do we agree we override prioritization process and fund requests that not go through program plans? Or do we have more than one pull date for all or some of our requests?</p> <p>Progress already made piecemeal: F/TCAP now prioritizing all requests in one list, regardless of funding source (facilities, technology, planning projects). Academic Senate and Deans Council split into separate lists with different voting methods, but all positions are presented and categorical positions now voted on individually.</p> <p>Fiscal also separate lists for prioritization of new classified requests; currently one vote for all categorical positions presented.</p>			
2.C	<p>Collaborate with Student Services programs to determine data needs ??</p> <p>We did not know as we had NO reps from classified student service areas. Need classified on EdCAP! Counseling has had their requests attended to but there was a feeling that student service areas were not getting the information they needed as effectively, maybe because they were less aware of the IR resources. Need to consciously include classified/student service areas in outreach and training by</p>	<p>Data Request Focus Groups Usage Reports</p>	<p>Office of institutional research</p>	<p>fall 2016 spring 2017</p>

	IR? Access for all, tracking for all, training for all. Were Associated Students included in the IR outreach?			
2.C 3.C 3.D	Collaborate with Business Services programs in order to develop data ?? We did not know as we have no Business Service staff on EdCAP.	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 Need a communication survey to answer this. Meanwhile there is more need now for training for all employees to be able to do their own research with the several tools now available to us, rather than have to rely on IR. Eg Starfish, Argos, Banner; IR could offer trainings on how others could use these resources; these trainings could be done online and also recorded so they would be available to all. Increased access would allow some requests to be handled within programs more quickly and efficiently.	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> BIG CHECK MARK! Satisfaction survey would be appropriate at this point; more advanced training in all intricacies of Tableau would also useful for those that were ready for it – probably many not aware of all it could do.	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 ASK IR	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 ASK IR Faculty would appreciate some training in this too for their own use, see before.	Attendance at Training Sessions Staff Feedback	Office of institutional research	spring 2017
4.A	Program Planning Dashboard CHECK! We all knew where it was; we could add more resources to this page, eg resource status, recordings of trainings, etc. Big question: where is the PPDR housed? Would be very useful to have it readily accessible throughout year.	Usage rates Satisfaction surveys	Office of institutional research	fall 2017
4.A	Schedule Development Dashboard ?? What does this refer to?? If planning schedule, NO not on webpage (is in <i>Decision-Making Handbook</i> but needs updating.) If enrollment management schedule, NO	Usage rates Satisfaction surveys	Office of institutional research	spring 2018
4.A	Student Success & Equity Dashboard CHECK!	Usage rates Satisfaction surveys	Office of institutional research	fall 2018
4.A	Determine Additional Dashboard Needs Time to do the satisfaction surveys and focus groups here!	Satisfaction surveys Focus groups	Office of institutional research	spring 2019
1.B 4.A	Evaluate Dashboards Time to do the satisfaction surveys and focus groups here too.	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	<p>“Get to Know Your Research Team” – Topical/Themed Workshops</p> <p>Continue to include this within PD sessions, see next point; this is effective. (No need to have open house or anything like that.)</p>	Feedback from workshops	<p>Professional Development Committee</p> <p>Office of institutional research</p>	spring 2017 and ongoing
1.B 3.A	<p>Professional Development Week Sessions</p> <p>CHECK!</p> <p>More always good; online options might again help here.</p>	Feedback from workshops	<p>Professional Development Committee</p> <p>Office of institutional research</p>	fall 2017 and ongoing
1.B 3.A	<p>Professional Development on New Data Resources Provided by State Chancellor’s Office</p> <p>Provided to deans; would be helpful for department chairs and beyond, eg Scorecard, Datamart.</p>	Feedback from workshops	<p>Professional Development Committee</p> <p>Office of institutional research</p>	spring 2017 and ongoing
1.B 3.A	<p>Determine Additional Professional Development Needs</p> <p>Blackboard Ally</p> <p>More zoom trainings</p> <p>Satisfaction survey time!</p>	<p>Satisfaction surveys</p> <p>Feedback from workshops</p>	<p>Professional Development Committee</p> <p>Office of institutional research</p>	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.

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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 <p>Done. Expanded the number of programs reviewed over the past few years.</p>	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) Decided to go a different direction. Instead of posting list to addendum, instead make it more visible by posting to planning website.	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 Done. Program planning template has been substantially modified based on feedback.	Meetings with vendor	Office of institutional research	fall 2016 through spring 2017

3.A	Offer professional development training sessions on using program planning software Done. Training provided at Flex.	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 Done. All programs up for VP review receive 1x1 training with IE office, and any other program can opt in as well for an IE 1x1 training session. The college will also explore cross program plan synergy to see if peers can provide feedback to each others' programs.	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 Done. Enhancements are reviewed annually by EdCAP, and have also been reviewed in focus groups. IE plans to conduct a survey as well for all program plan leads in spring 2020.	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. Done. Planning website developed which includes all master plans as well as prior program plans.	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 Upon further review, the videos were not deemed necessary. However, the IE team developed several cheat sheets for the program planning process.	Usage reports Satisfaction surveys	Office of institutional research	spring 2018
1.B	Evaluate enhancement of website resources IE will conduct a survey in spring 2020.	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 IE will post which resources were funded on the planning website.	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 Done. The program plan template is now organized by Strategic Directions from the Educational Master Plan. As a next step, the framing questions for each strategic direction will be updated by EdCAP in 2019-2020 to be better aligned with the Educational Master Plan.	Committee minutes User surveys Focus groups	Office of institutional research	fall 2017fall 2019
1.B	Evaluate enhancements IE will conduct a survey in spring 2020.	Faculty/staff surveys	Office of institutional research	fall 2020 and fall 2022