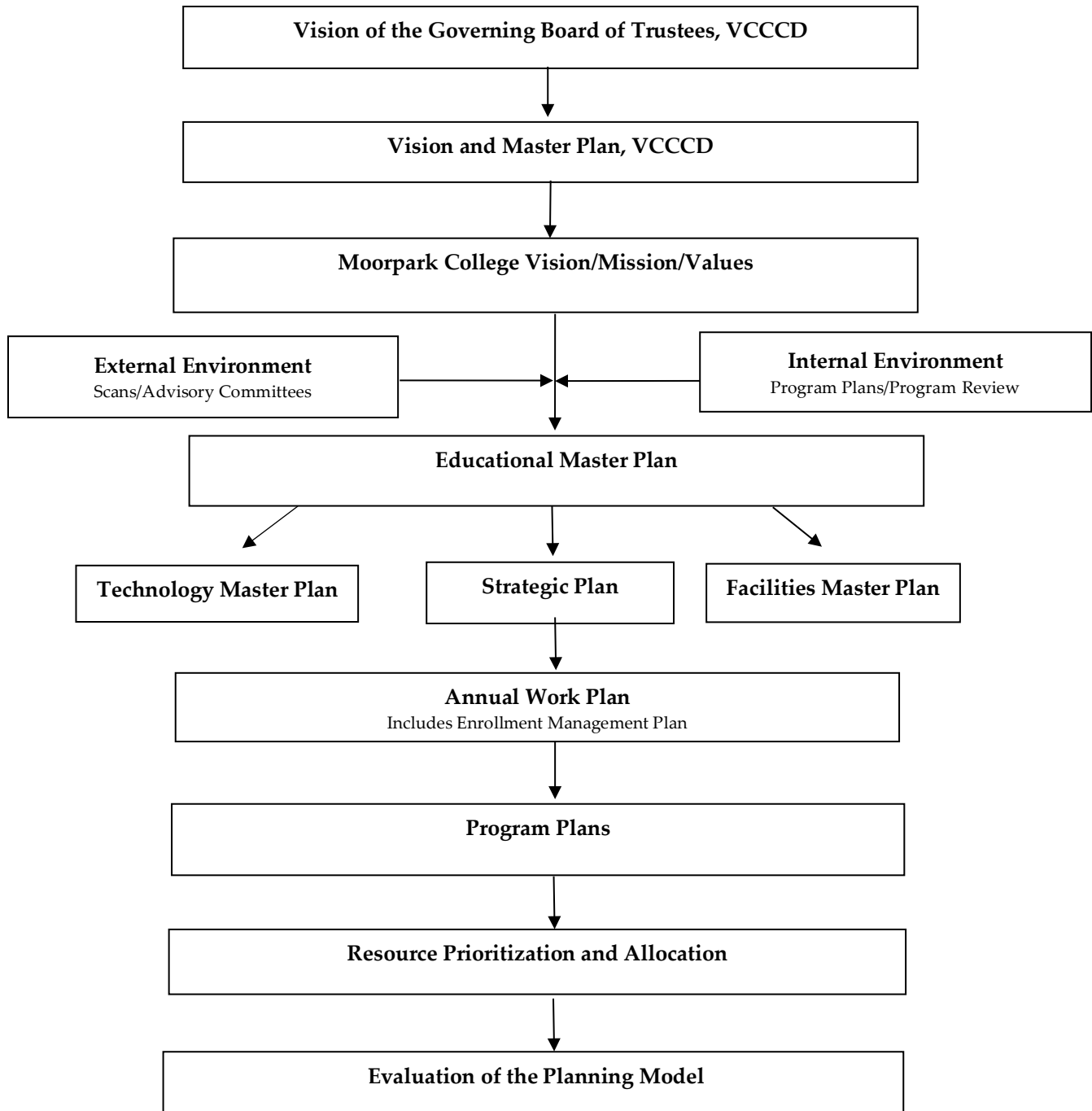## Chapter 4: College Planning and Assessment

The College Planning Model and the College Assessment Model were first developed and approved college-wide in Spring 2004 and have continued to evolve. In Fall 2012 the Planning and Assessment Models were enhanced by the creation of the Strategic Plan, which addresses mid-term planning and assessment in the overall planning process. The Educational Master Plan and Strategic Plan were rewritten during the 2018-2019 academic year with full participation from across the college and its community, and an Annual Work Plan is now drawn from them as a further operational improvement.

The Planning Model and the Assessment Model contain products from a decade of work by members of the college community. That work included faculty, staff, and administrators attending workshops and conferences, discussing the issues on campus, and fostering a culture of evidence by encouraging a shift toward data-driven decision-making in programs plans. Over time this work culminated in the creation of structures and processes for planning and assessment that are comprehensive enough to meet college needs, yet flexible enough to fit the college culture. A schematic of the Planning Model is as follows:

4.1   The College Planning Model: A Schematic

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┌─────────────────────────────────────────────────────────┐
│     Vision of the Governing Board of Trustees, VCCCD     │
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│              Vision and Master Plan, VCCCD               │
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┌─────────────────────────────────────────────────────────┐
│            Moorpark College Vision/Mission/Values         │
└─────────────────────────────────────────────────────────┘
                            │
┌──────────────────────┐    │    ┌──────────────────────┐
│  External Environment │──▶ ▼ ◀──│  Internal Environment │
│ Scans/Advisory        │         │ Program Plans/        │
│ Committees            │         │ Program Review        │
└──────────────────────┘    │    └──────────────────────┘
                            ▼
┌─────────────────────────────────────────────────────────┐
│                  Educational Master Plan                 │
└─────────────────────────────────────────────────────────┘
          ↙                 │                 ↘
┌──────────────────┐  ┌──────────────┐  ┌─────────────────────┐
│ Technology       │  │ Strategic    │  │ Facilities Master   │
│ Master Plan      │  │ Plan         │  │ Plan                │
└──────────────────┘  └──────────────┘  └─────────────────────┘
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┌─────────────────────────────────────────────────────────┐
│                     Annual Work Plan                     │
│           Includes Enrollment Management Plan            │
└─────────────────────────────────────────────────────────┘
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┌─────────────────────────────────────────────────────────┐
│                      Program Plans                       │
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┌─────────────────────────────────────────────────────────┐
│           Resource Prioritization and Allocation         │
└─────────────────────────────────────────────────────────┘
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┌─────────────────────────────────────────────────────────┐
│              Evaluation of the Planning Model            │
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College Planning Model: A Glossary
The schematic summarizes the College Planning Model. The following glossary explains each element in the model.

Vision of the Governing Board of Trustees, VCCCD
The Board of Trustees of VCCCD communicates its Mission and Vision through Board Imperatives and Objectives that provide guidance to the district-wide planning.

Strategic Plan of Ventura County Community College District
Through a district-wide planning process, the Chancellor of VCCCD translates Board Imperatives and Objectives into a District Strategic Plan that provides guidance to the constituent colleges in their campus planning process.

Moorpark College Mission/Vision
The College Mission/Vision, which flows from the Vision of the Governing Board, guides dialogue and decision-making in the planning process.

External Environment
External scans include feedback from economic forecast reports, community reports, and advisory committees. This information is summarized for the college in the *Institutional Effectiveness Report* and incorporated into the planning dialogue at the Annual Strategic Planning Retreat.

Internal Environment
Each program at the College completes a Program Plan that includes the following elements:

1) Program health and productivity data analysis,
2) Environmental scans, advisory committee reports, and future projections,
3) Resource needs in connection with future projections, and
4) Program assessment and program improvement.

The Program Plans provide information on the College's internal environment and receive external feedback through external advisory groups. The Program Plans provide the primary link to the budget allocation process. They also guide the formation of Action Plans (college and program level) for the College.

Moorpark College Educational Master Plan
Ten-year plan which charts the district's long-term course based on internal scans, external scans of the community, and enrollment projections. This Educational Master Plan defines the academic direction of the college and makes general recommendations to address current and foreseeable challenges. These recommendations create a framework for organizational growth and change.

The Educational Master Plan:
- focuses on change and improvement to address identified challenges
- serves as the umbrella for district short-term planning
- serves as the foundational document for the Technology Master Plan and the Facilities Master Plan
- is brief, balanced in perspective, and broad in scope
- provides a snapshot of the college's instruction, student services, and support systems; and
- may be updated if warranted by a major change of conditions or when its term expires.

This Master Plan and its companion plans – the Strategic, Technology and Facilities Master Plans – provide the strategic planning framework for the College. This integration of the plans keeps the College on a consistent course guided by the needs of the College's future students.

The Educational Master plan includes three key sections:
- An overview, including college planning model, leading and lagging indicators, how goals were set and will be tracked, disaggregation by special populations, and implications for facilities and technology planning;
- Strategic Directions (2019-20 – 2028-29); and
- Strategic Plan Goals (2019-20 – 2023-24).

The Facilities Master Plan links projections for the growth of each College program to the college's physical plan. Additionally, the Technology Master Plan links projections for growth of each college program to needs for supporting technology.

Moorpark College Strategic Plan
The Strategic Plan sets five-year goals derived from/based on the Educational Master Plan recommendations:
- Goals are stated within the Strategic Directions of the Educational Master Plan in order to define a process for implementing the Educational Master Plan recommendations and identify specific measurable outcomes (quantitative and qualitative).
- Each Goal is further operationalized by Metrics, which
  - Identify indicators of success and timelines;
  - Guide the development of programs as evidenced in the Program Plans;
  - Provide information about the goal-setting and the writing of College-level Operational Plans such as the Annual Work Plan and the Enrollment Management Plan; and
  - Reflect the governance structure of the College.

The college will call for the next five-year Strategic Plan when the term of the Strategic plan expires or all strategic directions have been achieved.

Annual Work Plan

The Annual Work Plan identifies the College's goals for the next year and the strategies and actions for achieving them. The Plan is a set of interconnected activities over a period of one year that accomplish the College's Strategic Plan outcomes. It promotes continual improvement over time through:

- the prioritization of a reasonable number of strategic directions and activities for College-wide concentration each year;
- the description of the specific Actions that will be taken to achieve the Goals and Metrics of the Strategic Plan;
- the provision of a clear framework of accountability with responsible parties identified; and
- the production and distribution of an annual report of progress on the strategic directions to Education Committee on Accreditation and Planning and the Academic and Classified Senate Councils.

Example:

<u>*Educational Master Plan*</u>

Identify long-term and medium-term goals for the continuing need for learning support across academic programs within the five Strategic Directions of the College (see Strategic Direction 3: Student Success).

<u>*Strategic Plan*</u>

Within this Strategic Direction align work of the Teaching and Learning Center to the Goal of improving and expanding educational support programs and set Metrics to be achieved by the Center over the five years of the Strategic Plan (see Goal 3.B).

<u>*Annual Work Plan*</u>

State the Actions of the Teaching and Learning Center planned for the year to move this Goal forward, with the responsible parties named (see 3.B.1 – Actions, Point Persons and Leads).

4.2   Assessment Model: Assessment and Program Improvement

A major goal of all planning is program effectiveness and program improvement. The Assessment Model established by the College closes the circle of planning, assessment, and program improvement.

There are three primary components of the Assessment Model: the College mission, the assessment of institutional effectiveness, and the assessment of program effectiveness. The Assessment Model includes quantitative and qualitative summative measures of institutional effectiveness, as well as formative measures of student learning outcomes.

The College Assessment Model
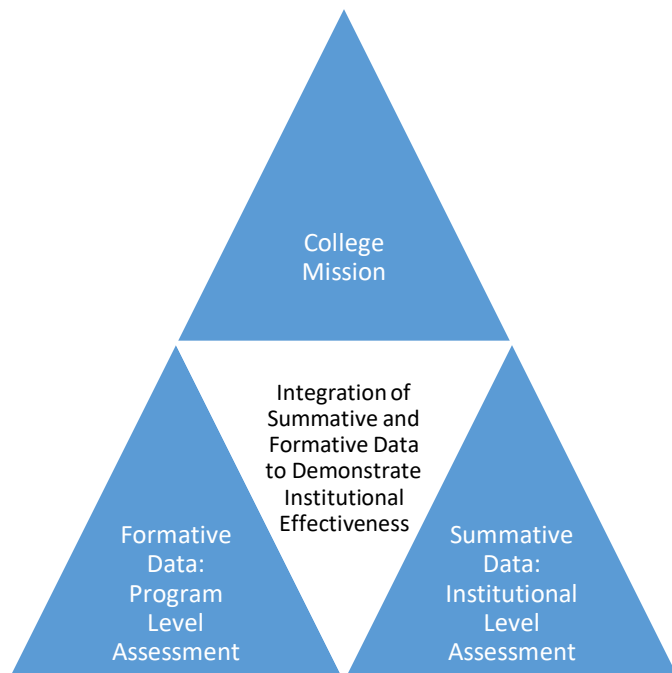
The triangle-schematic represents the college assessment model. The narrative that follows explains each element within the model. The primary components of the Assessment Model are:

- The College Mission
- The Formative Measures for Program-Level Effectiveness
- The Summative Measures for Institutional-Level Effectiveness
- The Integration of Formative and Summative Assessment Results

The College Mission
Most recently reviewed in Spring 2021, the college mission is the guide for all assessments.

The Formative Data: Program-Level Effectiveness
The formative measures and resulting data assess program and unit-level effectiveness. This includes the formative measures of student learning outcomes. These assessments are conducted to determine if students are learning specifically what departments intend to teach. The assessment results are used to guide program improvement.

Moorpark College uses an outcome assessment model that:

- Establishes a program purpose derived from the college mission and the appropriate core purpose or competency.

College Mission	• Why does the College exist?
Core Purposes or Core Competencies	• Core Purposes (Services): Why does this service cluster exist? • Core Competency (Instruction): What literacy skills will students gain by completing work within this learning division?
Program Purpose	• Why does this program exist?
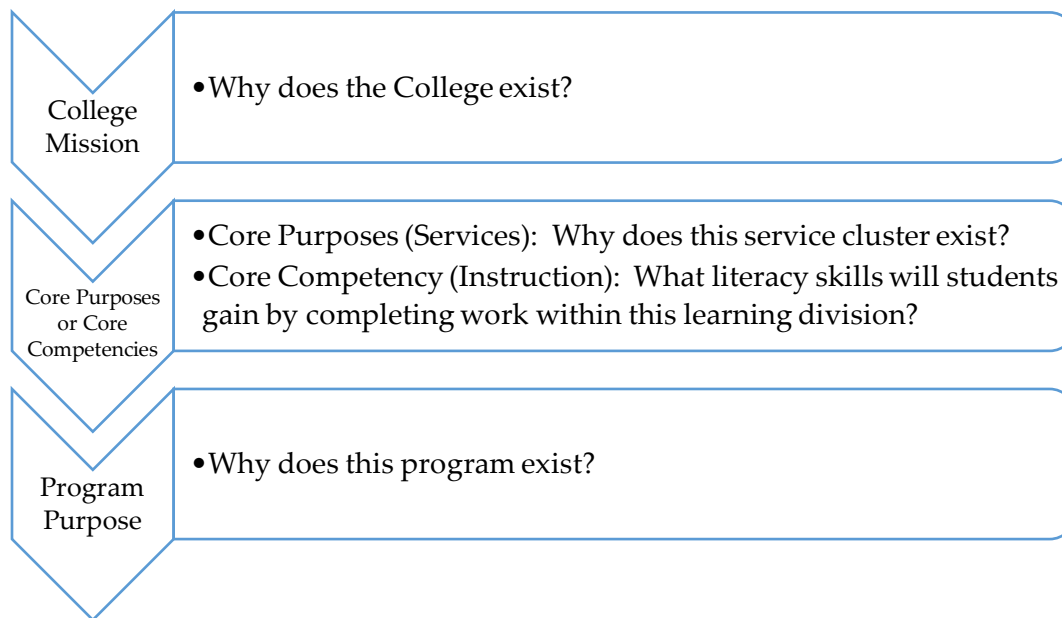
- Identifies measurable outcomes in terms of the knowledge, skills, or attitudes students must evidence to document that the outcome has been achieved.
  How do students demonstrate that they are achieving the purpose of the program?

- States the exact means of assessment, including the audience, behavior, assessment tool, and desired degree of success.
  How do we know that students are moving toward or achieving the program's purpose?

- Summarizes the data.

- Applies the results from the assessment to improve student learning in the next cycle of planning and assessment.
  How will this information be used to improve the courses/programs/services?

The assessment of program effectiveness is on-going, with the results of one assessment serving as a starting point for another series of assessments, all with the goal of providing quantifiable bases for guiding program improvement.

Annual Program Plans

Program Plans, instituted in 1999, incorporate program review and the program improvement process. Annual Program Planning is the key event that links planning to resource allocations.

The College makes two key assumptions in the Program Planning process:
- "Program" refers to all college instructional disciplines and programs and support services. Support services include services to students (e.g., Registration and Records, Student Business Office), services to faculty (e.g., copy center), and facilities (e.g., maintenance and grounds).
- Each college program reviews its services, strengths, and needs annually in order to accurately assess the college and create plans that link resources to areas that need support to maintain or improve excellence or that have potential to grow.

The five components of the Program Plan are:

1. **Program Productivity**
   Provides a summary report of 3-year trends in productivity data for instructional programs and requires various measures for student services.

2. **Environmental Scans**
   Calls for a summary of relevant data from external scan sources, including feedback from industry advisory committee for career technical programs.

3. **Program Review**
   Analyzes the prior two sections with the goal of identifying program strengths and weaknesses. Discusses the development of the program in view of Strategic Directions and the environment in the field.

4. **Assessment of Program Effectiveness**
   Uses the research on student learning outcomes for program improvement.

5. **Resource Requests**
   Lists the human, material, and facilities resources needed based on program plans to improve quality of instruction and services, expand program, or correct weaknesses identified in the Program Review and Assessment sections.

   The Program Planning Data Report provides standardized program review data for instructional programs. This resource provides consistent information across disciplines, such as census enrollments, retention, faculty load information (full-time to part-time ratios), and program efficiency. Student and administrative services gather and report data on effectiveness tailored to their unique role in the college.

4.3   Links between Planning, Program Plans, and College Decisions

Program Plans integrate program review and planning, and therefore serve as the foundational documents for allocating college resources. See Chapter 3 of this document for the timelines and sequences for budget development, material resource allocations, and establishing hiring priorities for faculty and classified staff.

In addition, Program Plans are used to determine each program's status. The Vice- Presidents of Academic Affairs, Student Support, and Business Services, the Academic Senate President, the Dean, the Department Chair, and interested faculty/staff meet to:
- validate the budget requests in the Program Plan, and
- determine each program's status

The program status is categorized as no action needed, strengthen the program, reduce the program, or review for discontinuance based on analysis of these factors:
- Three-year trends in program review data elements:
  - student enrollment - number of sections offered
  - productivity (WSCH/FTEF)
  - full-time/part-time faculty ratio
- Environmental scans of data relevant to the specific program
- Need for facilities rated as
  - impacted facilities with plans to accommodate, or
  - impacted facilities with no plans to accommodate
- Need for equipment rated as
  - major needs with plans to meet
  - major needs with no plans to meet
  - minor needs

For example, using this rubric, a program categorized as strengthen the program would demonstrate an upward or downward trend in program review data elements with wide margins. Such a program may have growth potential, and the college may consider allocating additional resources and/or facilities to support that growth.

The Vice-President of Academic Affairs prepares a summary of the college program evaluations which is then presented to key college committees and councils, the Academic Senate, the College President, the Chancellor, and the Board of Trustees.

This program evaluation process was piloted in 2006-2007, and institutionalized in 2007-2008. Since 2007-2008, the evaluation rubric has been refined several times to reflect greater nuance in the understanding of elements impacting program performance, and to include service-area productivity data for student services, business services, and administrative services.

The Summative Data: Institutional-Level Effectiveness
The Summative measures and resulting data assess institutional level effectiveness.

The Assessment at the institutional-level effectiveness includes quantitative and qualitative summative measures that create snapshots of the college at specific points in time. These are useful benchmarks for comparisons across time within the institution as well as the national and state trends.

The following describe the six categories of these institutional measures:

1. Data on Student Access
Quantitative evidence that the college is serving all students in the service area.

Sample question: Do the demographics of the Moorpark College student population match the demographics of our surrounding community?

Documentation found in Institutional Effectiveness Report.

2. Data on Student Achievement
Quantitative evidence that students move through and complete college programs, e.g., rates of course completion, retention, persistence, transfer, jobs, degrees, and certificates.

Sample question: Do most first-time Moorpark College students who enroll in the fall return to the college in the spring?

Documentation found in Score Card, IEPI Institutional Effectiveness Indicators, ACCJC Institutional Effectiveness Indicators, and Student Equity and Achievement Plan.

3. Program Review Data
Quantitative evidence on program productivity and student enrollment.

Sample question: How do our college programs compare to standard indices for instructional and student service programs?

Documentation found in Program Evaluation Report to the President.

4. Data on Strategic Directions
Quantitative evidence at the college level and program levels of progress on addressing the Strategic Directions as outlined in the five-year *Strategic Plan*.

Sample question: Has the Strategic Direction to increase student completion of certificates and degrees been achieved and to what degree?

Documentation found in Score Card, IEPI Institutional Effectiveness Indicators, ACCJC Institutional Effectiveness Indicators, and Student Equity and Achievement Plan.

5. Surveys of Perceptions

Qualitative evidence from primary stakeholders on the college's effectiveness.

Sample question: Does this college encourage critical thinking in required assignments?

Documentation of primary stakeholder Perception of Institutional Effectiveness found in CCSSE, Student Services Perception Survey, and Business Survey.

In spring 2008 the college administered the national Community College Survey of Student Engagement (CCSSE) for the first time. The Institutional Effectiveness Report 2008 compares the results with national norms as well as with local surveys on student perceptions and employee perceptions administered in 2003. CCSSE, along with local surveys, is now administered on a planned and periodic basis for trend data.

6. Evaluation of Process Effectiveness

Qualitative and quantitative evidence that college processes are effective in directing and maintaining the college's efforts to produce and support student learning.

Sample question: If you served on a college committee or made a presentation to a college committee this year, how would you rate that committee's work product in terms of being productive and a valuable use of your time?

Documentation found in surveys administered by Standing committees to their members.

Integration of Summative and Formative Data to Demonstrate Institutional Effectiveness

The use of Summative and Formative data provides a view of continuous unit/program assessment against an annual evaluation of institutional progress. The Summative and Formative processes are iterative within themselves, and mutually informing and reinforcing.

The Institutional Effectiveness Report, which captures and analyzes the Summative Data, provides an annual view of institutional performance, and a framework for further unit planning and improvement.

The Program Planning process, which anchors Formative assessment, depends upon the Summative data to provide the wide perspective, and receives its planning framework from the objectives of the Strategic Plan. The field data from the Program Planning process, in rounding the cycle, feed back into the Summative analysis, and continuously informs the revision and implementation of the Strategic Plan.