Intelligent Approaches: Leveraging TracDat to Institutionalize, Integrate, and Dialogue

Orange Coast College
Institutional Effectiveness Team
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Learning Outcomes

- Participants will leave with a practical database design to capture SLO/AUO assessment, program review, and planning/resource allocations in one place.
- Participants will learn more effective ways for designing and developing an integrated database based on existing campus processes.
- Participants will learn ways to leverage technology to facilitate dialogue and departmental processes.
OCC Overview

• 2-year Community College
• Medium-large size
• Over 1,000 employees
  – 250 FT faculty, 400 PT faculty
• Career technical education & transfer courses
• Over 130 programs
• More than 2,800 degrees/certificates awarded and > 1,800 students transfer to 4-year schools annually
OCC Overview – Students

Younger Population

- 19 or less: 13%
- 20 to 24: 43%
- 25 to 29: 28%
- 30 to 34: 6%
- 35 to 39: 3%
- 40 to 49: 4%
- Over 50: 3%

Diverse Population

- American Indian/...: 0%
- African/...: 2%
- Multi/...: 4%
- Unknown/...: 4%
- Asian/...: 22%
- Hispanic: 34%
- White/...: 34%
OCC Campus Culture

- California mandates require participatory governance
- Bottom-up Planning
- Transparency
- Accreditation warning due to lack of documentation of processes
- TracDat fit into culture because of adaptability
Comprehensive Evaluation

•Evaluated Continuous Improvement Processes & Educational Master Plan

•Recommendations from results:
  – Explore opportunities for increased involvement for Classified, Hourly, and Part-Time Faculty in the Program Review, SLO/AUO Assessment and Planning processes
  – Implement integrated database to reduce data entry, tracking and workflow demands
  – Distinguish processes for instruction/support
Translate & Develop: Define Your Scope

- What is it you want to do?
  - What are the pros and cons

- What resources do you have available to accomplish what you want to do?
  - IT, support staff, budget, senior leadership support, faculty support, research support
Translate & Develop: Understand Your Processes

Database should reflect existing processes, not drive them:

- Relied on established and documented processes for SLO/AUO Assessment, Program Review, and Planning/Resource Allocation
- Considered output needed and designed with the end in mind
- If you know current processes aren’t working – evaluate and make necessary changes.
Translate & Develop: Align Processes

• Alignment
  – When will the different processes occur? What makes sense? Where are the natural linkages?
  – Content
    • Build linkages into process: reduce redundancies

• Timelines
  – Understand timelines for each process and extent to their interrelatedness
    • Alignment of timelines necessary for linkages
  – Make adjustments may impact what you need for content.
## Example: Process Alignment

### Timeline of Continuous Improvement Processes

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YEAR 1</td>
<td>YEAR 2</td>
</tr>
<tr>
<td>OCC Educational Master Plan</td>
<td>Develop new</td>
<td>Develop new</td>
</tr>
<tr>
<td>Comprehensive Program Review (Colleges) &amp; Three-Year Plan</td>
<td>Update &amp; monitor</td>
<td>Update &amp; monitor</td>
</tr>
<tr>
<td>Prioritize Resource Requests from Comprehensive Program Review/Three-Year Plan</td>
<td>Prioritize annual updates</td>
<td>Prioritize annual updates</td>
</tr>
<tr>
<td>Evaluation of continuous improvement processes</td>
<td>Conduct evaluation</td>
<td>Conduct evaluation</td>
</tr>
<tr>
<td>Accreditation Mid-Term Report</td>
<td>Write and Submit</td>
<td>Write and Submit</td>
</tr>
<tr>
<td>Accreditation Institutional Self-Evaluation</td>
<td>Plan</td>
<td>Write</td>
</tr>
<tr>
<td>Comprehensive Accreditation Team Visit</td>
<td>Visit</td>
<td>In Review</td>
</tr>
</tbody>
</table>
Translate & Develop: Understand Your Organization

• Need collaborative design team
  – Stakeholders and those who know data relationships (data and design)
    • What is the role of each constituent group in your processes?
  – Find (or create?) your support/champion
  – Understand which committees/planning courses/other administrative areas are involved in process.
  – Adapt “out of the box” design to your campus needs
Translate & Develop: Database Design

Each area has 3 Units:

1. Outcomes Unit (147 units college wide)
   - SLO/AUO assessment

2. Program Review Unit (125 units college wide)
   - Instruction/Support Services/Hybrid

3. Planning Unit (131 units college wide)
   - Linking resource requests to goals
Translate & Develop: Deployment Considerations

• Deployed TracDat through PlanningPoint
  – Capitalizing on existing portal system
    • Employee ease of access
    • No additional logins needed
  – Centralize resources
  – Ability to develop “TracDat Dashboard”
  – Does not appear to be an “add on”
  – A naturally occurring part of our processes
Translate & Develop: Sustainability

This creates additional workload for your campus.

“Who will bake the bread?”

• Training & Follow-up
• Create documentation
• Be flexible
• Have multiple people to help (if possible); cross train
Dialogue & Institutionalize: Increase Transparency & Accuracy

• Increased Transparency
  – Permissions/roles (clearly defined and customized)
  – Communication and awareness increased through visibility of dispositions within TracDat

• Increased Accuracy
  – Central location for information/documents
  – No “middle man” of emailing files back and forth
  – Each person has access to information they need when they need it
Dialogue & Institutionalize: Facilitate & Capture Dialogue

• Trainings
  – Exposes participant’s actual understanding of processes
  – Created opportunities for further discussion of processes
  – Help texts (within database) provided additional information related to process

• Custom Fields in Database
  – Opportunity to capture narrative of dialog
Dialogue & Institutionalize: Facilitate & Capture Dialogue (Cont.)

• On Demand Data and Reporting
  – Monitoring progress easily
  – Access outcomes
  – Facilitate team discussion of results (e.g., run “in progress” report for editing and dialog)
Dialogue & Institutionalize: Training Considerations

• Determine who is responsible for data entry
• Time to design & training is labor-intensive
  – Schedule formal trainings as well as “open labs”
• Create Guides for Process and Timelines
  – Creates additional documentation of process
  – Creates opportunity for dialogue
Dialogue & Institutionalize: Reporting Considerations

• Understand scope of existing standard reports
• Create ad hoc reports as necessary for each process
• Options for customization
• Consider reports to facilitate integration of processes (e.g., program review notes for planning unit)
## Outcomes Unit – CSLO Assessment

### Alignment with Existing CSLO Process

<table>
<thead>
<tr>
<th>Established Process – Nichols’</th>
<th>Five Column Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Mission Statement</td>
<td>Intended Outcomes</td>
</tr>
</tbody>
</table>
| Cite the departmental or program mission statement. | What will the student be able to think, know, do or feel because of a given educational experience in a course? | What are the specific assessment tools that will establish the degree & extent of what is to be achieved? | Summarize findings vis-à-vis outcomes, means of assessment, & criteria for success. Include your process for determining who participated in the assessment and the sample size. | What do the data tell us about program improvement:  
• What, if anything, do we need to do at the program or course level to improve student learning or service?  
• What resources are necessary? |

### Alignment with Current Processes and TracDat

<table>
<thead>
<tr>
<th>Contained in Program Review</th>
<th>CSLOs Developed</th>
<th>Method of Assessment</th>
<th>Results</th>
<th>Closing the Loop</th>
</tr>
</thead>
</table>

Strengthening Student Success 2015
Outcomes Unit – CSLO Assessment

Test Sandbox 27 - OCC Pirate Map Making Level 1

CSLO01 Students will be able to use a treasure map to locate valuable cash and prizes. Aarrgg!

Experience/Portfolio Student will use three different treasure maps to locate treasure buried on the OCC campus. At least three competing pirates will be eliminated while locating treasures.
Criterion for Success Students will earn a score of 70 out of 100 on at least two of the three maps.

Spring 2014 1 - Fully Achieved (80% - 100% of students assessed met departmental criteria) 04/29/2014
Three of the four sections offered were assessed. There were a total of 92 students assessed on the three maps. The rubric evaluated a variety of map assessment characteristics, and a score of 70 was considered success. All student teams scored at least 72 on the easiest map, and 87 students team were successful on at least one of the remaining. This course is taught on campus only. [more]

Closing the Loop All pirate faculty are pleased with the progress of our little pirates. All were successful at the basic map, and the majority were successful with the more difficult maps. Discussion related to the implementation of the last cycle’s assessment recommendation to change the timing of the assessments revealed that moving the first map project to the 8th week was not as difficult as thought and it proved valuable as faculty knew that students understood basic and class time could be spent on reinforcing more advanced concepts of using a spy glass and treasure troving. Faculty also discussed the rubric used to evaluate the captain’s logs, and the idea of peer assessment will be fleshed out at future department meetings. 05/07/2014
Outcomes Unit – CSLO Assessment

Test Sandbox 27 - OCC Pirate Map Making Level 1

CSLO1 Students will be able to use a treasure map to locate valuable cash and prizes. Aarrgg!

Experience/Portfolio Student will use three different treasure maps to locate treasure buried on the OCC campus. At least three competing pirates will be eliminated while locating treasures.
Criterion for Success Students will earn an honor of score of 70 out of 100 on at least two of the three maps.

Please enter your findings data, and include any reference to the departmental criterion. Report results by modality and any other characteristics

Results
Three of the four sections offered were assessed. There were a total of 92 students assessed on the three maps. The rubric evaluated a variety of map assessment characteristics, and a score of 70 was considered success. All student teams scored at least 72 on the easiest map, and 87 students team were successful on at least one of the remaining. This course is taught on campus only.

Assessment Term
Spring 2014

Institutional Criterion Met
1 - Fully Achieved (80% - 100% of students assessed met departmental criteria)

Modalities Assessed
Traditional (0%-50% course/contact hours online)

SECTIONS:
# of sections in sample (traditional)
1
## Outcomes Unit – AUO Assessment

<table>
<thead>
<tr>
<th>AUOs</th>
<th>Key Performance Indicators</th>
<th>Results</th>
<th>Closing the Loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUO1: Size &amp; Scope</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>AUO2: Effectiveness</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AUO3: Efficiency</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Outcomes Unit – AUO Assessment

AUO1: Size & Scope
The Office of IE will provide data and statistical analyses to campus constituents per campus and compliance needs. (Active)

AUO Categories: Size and Scope
Effective Date: 01/02/2015
Archive Date:

Key Performance Indicators

Project Tracking (e.g., # of tasks completed) Number of requests (completed and not completed) by purpose (program review, SLO, etc)

(KPI in use)

College Goals

College Goals
Stewardship - Sustain and improve programs, physical and human resources, and infrastructure through processes that ensure accountability, continuous improvement and long-term viability.
Program Relevancy: 2015-16 Mission of the Pirate Ecology Department

The Mission of the Pirate Ecology Department is to install a desire in our students to learn more about the field of ecology, to encourage critical thinking about how life functions in the natural world, and to help students become scientifically literate citizens who can make informed decisions about biologically and ecologically related issues. Additionally, participation in the proposed certificate program in Ecology will provide exposure to techniques suitable for entry-level placement or job advancement in the environmental fields. (Completed/Submitted)

Year of Review: 2015
Date Forwarded to Manager/Dean: 06/04/2015
Date Finalized (After Peer Review): 06/05/2015

- Program Effectiveness: Enrollment/Access
- Program Effectiveness: Workload & Staffing
- Related Items
Program Review Unit – Instruction

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Program Effectiveness: Enrollment/Access

Enrollment in Ecology courses has remained remarkably unchanged over the past five years. The number of sections offered has remained constant each fall, with 2 sections of just one course, Ecology 100, being offered by the department. Fill rates have been over 100 % each fall... (Active)

Program Effectiveness: Success/Retention: Overall, students who enroll in courses offered by the Ecology Department achieve high rates of both success and retention. Success rates averaged 72% from the fall 2008 semester through the spring 2012 semester, while retention averaged 92%...

Program Effectiveness: Assessment Synthesis: For Ecology 100, students are demonstrating academic understanding at a level that indicates the student learning outcomes are being attained for this class. Success criteria was set at 70% correct on questions for each SLO...

Program-wide Assessment Standard Met: 2. Partially Achieved (60-79% of students assessed across all departments)
Assessment-Related Plans: At this point in time, the Ecology Department is in a period of change. We have lost one full-time faculty from Marine Science who regularly taught for Ecology to retirement...

CTE Programs Only: Labor Market Demand: N/A
CTE Programs Only: Advisory Council Input: N/A
CTE Programs Only: VTEA Core Indicators: N/A
CTE Programs Only: External Factors: N/A
Curriculum: Have all CORs been reviewed?: Yes
Curriculum: List Courses to Suspend: None
Curriculum: All courses submitted for CID approval: 
Curriculum: If No, courses needing submittal: 
Date Added: 06/05/2015
Active: Yes
Program Relevancy: 2015-16 Mission of the Pirate Ecology Department: The Mission of the Pirate Ecology Department is to instill a desire in our students to learn more about the field of ecology, to encourage critical thinking about how life functions in the natural world, and to help students become scientifically literate citizens who can make informed decisions about biologically and ecologically related issues. Additionally, participation in the proposed certificate program in Ecology will provide exposure to techniques suitable for entry-level placement or job advancement in the environmental fields.

Enrollment in Ecology courses has remained remarkably unchanged over the past five years. The number of sections offered has remained constant each fall, with 2 sections of just one course, Ecology 100, being offered by the department. Fill rates have been over 100% each fall...

We will address areas in our courses in which student success fell short of the stated success criteria for SLO assessment and seek ways to improve in those areas. Some changes may simply involve spending some extra class time with the material, while other topics may be better addressed through field trips or topic-specific laboratory projects. We generally find higher success in topics that are presented in both lecture and concurrently in lab, so that future classes may stress the lab component. That said, it is imperative that funding be maintained for laboratory supplies and equipment. A well-stocked and instructed lab can play a major role in fostering student success in our courses.
Program Review Unit – Instruction

**Overall Summary/Closing:** The Ecology department maintained a high success rate due to the effort and dedication of the full- and part-time faculty members that invest considerable time to remain current in this rapidly changing field. Strategies to be successful include keeping lecture and lab content current, updating course material annually or even every semester, including multimedia into presentations, and basing assignments on current events.

**Accomplishments/Commendations:** Ecology faculty and staff donate their time to be advisors for student clubs. Full-time faculty who taught ecology courses include Karen Baker and Dennis Kelly, while part-time faculty include Jan Goerrissen and Lisa Snyder. Karen Baker is the faculty advisor of the Marine Science club, and Jan Goerrissen has served as the advisor for the Ecology Club up until he was hired full-time in Biology. As club advisors, Karen and Jan have accompanied students into the field in both terrestrial and marine habitats. Ecology club students have been involved with ecological research, including Bio-Blitz surveys, nest surveys for raptors (hawks, eagles, falcons, and owls), and assisting researchers in operating a wild bird banding station in the Santa Monica Mountains.

Students in Jan Goerrissen’s Ecology 100 class have been volunteering with The Irvine Ranch Conservancy, a non-profit ecological organization dedicated to managing over 58,000 acres of wildlands in Orange County. To date, students have dedicated over 2,000 hours volunteering for the Conservancy on projects dedicated to ecological restoration. This has led to several students participating in OCC sponsored internships and gaining employment with the Conservancy.
Program Review Unit – Support

2015-16 Mission of the Pirate Child Development Center: The Center provides a comprehensive quality child development program that serves children of student-parents, campus staff and faculty, district employees and community families. The Center promotes a balance between healthy family living, academic success, and employment. In creating this balance, parents learn to understand, develop, and enhance their role in their growing child's life while striving to succeed in their academic and economic pursuits. Our role is to provide a trusting partnership, supporting programs, and time assisting parents in achieving excellence in their chosen academic or life goals and serving as advocates for strong family relationships through positive modeling, parenting enrichment, and ongoing support. The Center has a long history of excellence and tradition in providing quality childcare for families. (Currently in Progress)

Year of Review: 2015
Review Period Initial Date: 06/04/2015
Review Period End Date:

- Program Effectiveness: Synthesis/Summary
- Program Effectiveness: Workload & Staffing
- Related Items
Program Review Unit – Support

AOU Synthesis
Because of our ability to provide subsidized childcare with comprehensive services, the Center is particularly appealing to the student parent receiving Cal WORKs and parents in transition as a result of sudden economic hardship, loss of employment, change in marital status and in some cases recovery from drugs/alcohol. Student parents share with us that they view their community college degree... (Active)

Improvements/Plans:
Assessment Process Reflection:
Date Added: 06/05/2015
Active: Yes

Related Documents
Assignment

Program Effectiveness: Workload & Staffing

Budget
Expenditures Percentage
Salaries 1,014,440 70.2%
Benefits 336,635 23.3%
Supplies/Equipment/Food 90,266 6.2%
Services and Other Operating Expenses 4,047 4.3%
Total 1,445,388 100%
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AUO Synthesis
Because of our ability to provide subsidized childcare with comprehensive services, the Center is particularly appealing to the student parent receiving Cal WORKs and parents in transition as a result of sudden economic hardship, loss of employment, change in marital status and in some cases recovery from drugs/alcohol. Student parents share with us that they view their community college degree...

2018 Equipment/Supplies & Technology

Need to continue to review and remain consistent with state budget.

- Requests
- Related Documents
- Related Related Planning Notes

Budget
Program Review Unit – Support

Overall Summary/Closing: The goal with the evaluation process is to support employees in striving for and obtaining their Child Development Permit. Results were not as effective for the 2010-2011 year because of two factors: the first is lead teachers did not complete evaluations for all classrooms aides, and secondly, only two student classroom aides had the education unit qualifications to become a Teacher’s Aide and applied for a permit. Use of this evaluation...

Accomplishments/Commendations: In February and April 2011, three meetings were held to inform Center parents of proposed budget cuts and updates of these cuts for contracted programs with CDE, as well as how this would affect the Center’s subsidized funding, our program and student-parents...
Planning Unit

Educational Master Plan strategy
Strategy supports Educational Master Plan goal and/or objective

Goal 2: Objective 1
Implement an automated and integrated SLO, program review and planning management system.

Assessment Method
Acquisition of software; Production reports; Staff satisfaction levels

2015-2016 (Program Review Year) 1 - On Schedule 08/26/2014
TracDat in process of being implemented. SLO module for course SLOs launched and training in progress for faculty. AUO training scheduled for summer 2014 with support areas. Program SLOs, Program Review and Planning/Resource allocation models in development, planning for fall 2014 implementation. [more]

Annual Resource Request
Integrated SLO, planning and program review database (bought externally or built in house) (08/26/2014)
Request Type Technology
Funding Request Year 2015-16
Cost/Estimates - Current Year 50,000
Cost/Estimates - Subsequent Year and Ongoing Costs 20,000
Reviewed by Dean/Manager Yes
Date Reviewed by Dean/Manager 8/11/14
Dean/Manager Comments
Rationale Category 4 - Other (Explain Below)
ARR status (FINAL)
Brought to you by...Arrrrrgggghhhh! OCC Pirates

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Gabrielle Stanco, Senior Research Analyst, gstanco@occ.ccccd.edu

Sheri Sterner, Administrative Director, Research, Planning, & Institutional Effectiveness ssterner@occ.ccccd.edu

Strengthening Student Success 2015