

## What's New?

Because we are entering the *Planning* and *Closing the Loop* phases of the ACE and SLO process, we have added tips and guides to support your IE activities.

- ★ **Assessment Timeline Reminder** – The most recent and pending assessment timeline is presented.
- ★ **Quick Guides to Compliance Assist's New Look** – Links for the Quick Guides are provided
- ★ **ACE Form Tips: Planning Form** – Tracking short- and long-term outcomes, and writing the Objective Statement
- ★ **Examples of Using SLO Assessment Data for Improvement** – Categories of examples are listed

## Deadlines: ACE and Learning Outcomes (SLO/PLO)

Below are the deadlines for ACE and Learning Outcomes. All dates follow the standard ACE and SLO Calendar. As always, the SPA team is here to support your IE efforts with open labs, team meetings, trainings, and consultation.

### ACE:

**September 30:** Closing the Loop for 2017-18 - All information in the ACE Form is to be completed (Final Results, Interpretation of Results, and Recommendations).

**September 30:** Planning for 2018-19 - All Planning information in the ACE Form is to be completed.

★ ACE Insiders Helpful Hint: Work on AY17-18 Closing the Loop from May – June and Plan for AY18-19 from July – August to give yourself time to complete your ACE form in Compliance Assist by September 30<sup>th</sup>

### SLO Assessment:

**June 5, 2018:** SPA sent out Spring 2018 aggregated SLO data, together with online and offsite SLO data, to Divisional Assessment Liaisons.

**September 15, 2018:** SLO and PLO Closing-the-Loop reports (AY 2017-18) are due.

We will be reaching out to the campuses this summer to train new deans, directors, chairs, etc. about the ACE and Learning Outcomes processes. You can help us by letting us know you have new personnel that need to be trained.

# Quick Guides for Compliance Assist's New Look

Compliance Assist has a new look, and we have created "Quick Guides" for each assessment process to help guide you to the updated Compliance Assist site and then navigate to your forms within the site.

## IE Website

<http://www.lonestar.edu/institutional-effectiveness.htm>

### Institutional Effectiveness (IE)

- Strategic Planning & Assessment
- LSC-Strategic Plan
- Institutional Effectiveness (IE)
- IE Success Stories
- Student Learning Outcomes (SLO)
- Compliance Assist** ←
- SPA Newsletters

#### What's New?

**The next ACE due date:**  
AY 2017-18 Closing-the-Loop Report: **September 30, 2018**

**Compliance Assist Has a New Look: Quick Navigation Guide**

[ACE Quick Navigation Guide](#) ←

**ACE Tips:**

[ACE Tips – Planning](#)

[ACE Tips – Closing the Loop](#)

**New Planning and Reporting Tools:**

[Planning: Strategy Mapping](#)

[Collective Impact Reporting](#)

The Quick Guides include the following:

- ✓ The updated Compliance Assist website address
- ✓ Directions to navigate to your assessment forms
- ✓ Assessment timeline information
- ✓ Links to our website for additional resources.

The Quick Guides are on the intranet. We have posted links to them on our IE website and below:

Due to copyright issues, we cannot post the Quick Guides with the screenshots of Compliance Assist on the internet, or this newsletter because it is posted on the internet.

A few of the new features that the updated Compliance Assist include the single page navigation, Auto-Save function in the forms, and easy to use Responsible User field. As always,

The SPA Team is here to help, so feel free to contact a team member with any questions or if you need any additional assistance.

The quick navigation guide links are below:

- [Quick Navigation Guide - ACE Forms](#)
- [Quick Navigation Guide - SLO Forms](#)
- [Quick Navigation Guide - PLO Forms](#)

*If you are having difficulty with the above links, try the links on our IE and SLO websites.*

## SLO Website

<http://www.lonestar.edu/student-learning-outcomes.htm>

### Student Learning Outcomes (SLO)

- Strategic Planning & Assessment
- LSC-Strategic Plan
- Institutional Effectiveness (IE)
- IE Success Stories
- Student Learning Outcomes (SLO)
- Compliance Assist** ←
- SPA Newsletters

The Office of Strategic Planning & Assessment supports academic and workforce programs in assessing learning outcomes for continuous improvement.

#### What's New?

**Compliance Assist Has a New Look: Quick Navigation Guide**

- [SLO Quick Navigation Guide](#) ←
- [PLO Quick Navigation Guide](#) ←
- [Frequently Asked Questions and Answers](#)
- [Examples of Using Online and Dual Credit Course SLO Data for Action](#)
- [Adjunct Faculty Training](#)
- [New Faculty Training](#)
- [New Deans/Chairs Training](#)
- [SLO Handbook](#)

# ACE Form Tips: Planning Form

Here are two tips to help you write the Planning portion of your ACE form to support meaningful, data driven decisions:

## 1) Track and Document Short- and Long-term Outcomes -

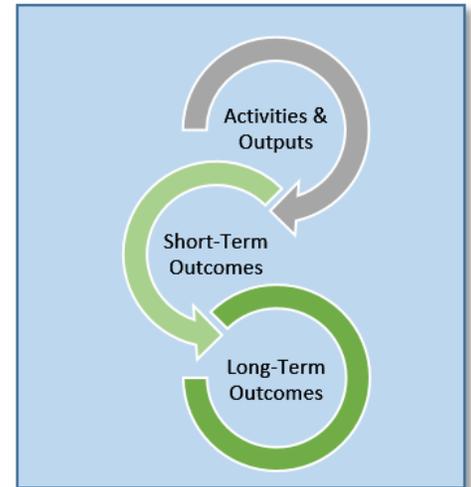
Each initiative/project follows a logical flow beginning with the team performing some activity that leads to an Output (e.g., the Business Office creates a Payment Plan), which in turn leads to a Short-term Outcome (students join the Payment Plan) and eventually to a Long-term Outcome (fewer students are purged due to a lack of payment).

There are at least three suitable metrics for this scenario:

- Percentage of students aware of the payment plan (ST Outcome)
- Count of students joining the Payment Plan (ST Outcome)
- Count of students purged due to lack of payment (LT Outcome). \*It is to your advantage to track both metrics.

### Advantages of Documenting St and LT Outcomes

- It documents your team's efforts even in times of no impact on the Long-term Outcome. Typically, the team has more control over Outputs and Short-term Outcomes than Long-Term Outcomes. Consequently, no impact on the Long-term Outcome may occur, even after a team puts in its fullest effort.
- It provides you with a better understanding of how the initiative may, or may not be impacting a change in the outcomes.



## 2) Write a Specific and Measureable Objective Statement

A good Objective statement sets up the entire program by defining its aims, target, population, and actions. Given the Objective Statement's importance, the below tips will help you write a well-defined Objective statement.

- 1) Begin with an action verb (e.g., Increase, Decrease)
- 2) follow by outcome(s) you wish to change and by how much
- 3) for whom
- 4) and how you are going to change the outcome

**Increase/Decrease Outcome, by how much, for which students through what strategy.**

**E.g., - Increase count of students attending Open Houses and applying to LSC at Open Houses by 100% for Fall 2018 by increasing the number of Open Houses from 3 to 7.**

### ACE Form Entry Example

Unit Objective	Method of Assessment
Increase the percentage of FTIC students being aware of the Payment Plan to 90%, increase the number and percentage of students using the LSC Payment Plan and decrease the number and percentage of students purged due to lack of payment by advertising the Payment Plan to all applicants and students.	<ol style="list-style-type: none"> <li>1) Awareness of Payment Plan surveyed in New Student Orientation</li> <li>2) Number and percentage of students on Payment Plan</li> <li>3) Number and percentage of students purged due to lack of payment</li> </ol>

# Examples of SLO Improvement Recommendations

Below is a categorized list of recommendations based on the 2016-2017 course and program level learning outcomes data. This list can be used as a set of examples for ... faculty making recommendations for improvement when they submit SLO and PLO assessment data; disciplines, programs, and curriculum teams when making recommendations to improve their departments and programs.

Examples of Improvement Recommendations by Category	
Change Categories	Examples
<b>Instructional Changes</b>	<ul style="list-style-type: none"> <li>• Gave real world examples of how engineers use freehand sketching;</li> <li>• Incorporated new interactive learning activities;</li> <li>• Engaged students using teamwork activities;</li> <li>• Increased the number of critical thinking and problem solving assignments;</li> <li>• Invited guest speaker to talk to the graduating class.</li> </ul>
<b>Curricular Changes</b>	<ul style="list-style-type: none"> <li>• Adopted a more functional curriculum;</li> <li>• Incorporated nursing competencies into clinical and simulation environment;</li> <li>• Selected new textbook;</li> <li>• Redesigned assignments to support active instruction;</li> <li>• Redirected focus on advanced math instead of on basic math.</li> </ul>
<b>Learner Support</b>	<ul style="list-style-type: none"> <li>• Faculty met with students to provide one-on-one help;</li> <li>• Faculty members mentored students who were at risk of failing;</li> <li>• Provided students with videos on study skills;</li> <li>• Incorporated time management skills in clinical courses;</li> <li>• Implemented Early Alert for all courses.</li> </ul>
<b>Assessment Changes</b>	<ul style="list-style-type: none"> <li>• Aligned assessment questions with class assignments;</li> <li>• Incorporated more pre and post assessment of information related to learning outcomes;</li> <li>• Increased the number of questions for the exam;</li> <li>• Presented the assessment rubric to students prior to assessment;</li> <li>• Revised assessment instrument.</li> </ul>
<b>Faculty Prof. Dev.</b>	<ul style="list-style-type: none"> <li>• Promoted faculty communication between campus and centers to align methods of instructional delivery;</li> <li>• Utilized departmental meetings and Adjunct Faculty Orientation to emphasize the importance of learning outcome assessment and continuous improvement;</li> <li>• Invited Adjunct Faculty to departmental meetings;</li> <li>• Faculty created a repository of teaching and assessment materials to share within the faculty online community group;</li> <li>• Faculty met once a week to discuss classroom strategies and share ideas.</li> </ul>
<b>Others</b>	<ul style="list-style-type: none"> <li>• Sought input from industry on improving the program;</li> <li>• Recognized students' service learning hours on the transcripts;</li> <li>• Placed more emphasis on not enrolling at risk students in half an hour class;</li> <li>• Used small class size to intensify faculty and student interaction;</li> <li>• Moved the class to morning class time.</li> </ul>

# SPA Online Tools and Resources

An Introduction to the ACE Process "ACE Revisited"

<http://www.lonestar.edu/departments/institutionaleffectiveness/Introduction%20to%20LSC%27s%20ACE%20Process-2017.pdf>

**Strategic Planning and Assessment Website:** <http://www.lonestar.edu/SPA.htm>

**IE Website:** <http://www.lonestar.edu/institutional-effectiveness.htm>

**ACE Handbook:** <http://www.lonestar.edu/images/ACE-Handbook-LSC-2016-Final1.pdf>

**SLO Website:** <http://www.lonestar.edu/student-learning-outcomes.htm>

**SLO Handbook:** <http://www.lonestar.edu/documents/2-SLO-Handbook-2015-Final.pdf>

**SLO/PLO Timeline:**

[http://www.lonestar.edu/departments/institutionaleffectiveness/SLOPLO%20Timeline%20\(AY2016-17-18\)-Merged.pdf](http://www.lonestar.edu/departments/institutionaleffectiveness/SLOPLO%20Timeline%20(AY2016-17-18)-Merged.pdf)

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