

What's New?

This month's newsletter features the following:

- ★ **Deadlines (ACE and SLO/PLO) Summer ACE Planning** – Deadlines for ACE and SLO/PLO Schedule your team meetings, open labs, consultation, trainings and presentations with the SPA team (contact Jinhao.Wang@Lonestar.edu). Check out our [IE website](#) for new support tools.
- ★ **Summer Closing-the-Loop Meeting** – Campus best practices with actionable strategies are presented.

Learning Outcomes (SLO/PLO) and ACE Deadlines

Below are the deadlines for Learning Outcomes and ACE. There are no changes since they were sent out on Sept 14th. As always, the SPA team is here to support your IE efforts with open labs, team meetings, trainings, and consultation.

ACE (For all except LSC-Kingwood):

October 16: Closing the Loop for 2016-17

November 1: New ACE Plans for 2017-18

ACE (LSC-Kingwood)

Christmas Holiday: Closing the Loop for 2016-17

Spring Term: New ACE Plans for 2017-18 (Given the circumstances, ACEs focused on continuous improvement will not be expected. The SPA team can work with the campus in the Spring to document some of the things that were done to keep the doors open).

ACE Communication:

October 9 (Monday): SPA will send out gap report to campus reps for Closing the Loop ACE 2016-17

October 23 (Monday): SPA will send out Closing the Loop ACE 2016-17 Report of all ACEs in Compliance Assist to the presidents and campus reps.

Learning Outcomes: SLO/PLO

October 16: Division/Discipline liaisons complete the Fall 2017 SLO planning;

October 16: SPA Sends out E-form for section selection and keeps the E-Form open until **November 1**;

November 8: SPA Sends out SLO Data Collection Tool and keeps it open until **December 20**;

February 28, 2018: Division/Discipline liaisons enter Fall 2017 SLO data into CA.

Note: Overall, these activities are planning the assessment by choosing PLOs and SLOs, choosing which sections will be assessed, and communicating this information to the respective instructors. Even though the deadlines are extended, the earlier you can get the info to the instructor, the better.

Spotlighting Promising Practices

On July 27, 2017, Lone Star College hosted a Closing-the-Loop Symposium, during which Lone Star College initiatives and campus level achievements related to LSC Strategic Goals and Core Metrics were showcased. In an effort to scale up and promote the implementation of best practices and strategies, the SPA Office themed out campuses' strategies presented at the Symposium and is publicizing them below:

★ **LSC-CF:** LSC-CF's presentation focused on initiatives and strategies used to improve Developmental Education. Two initiatives were highlighted: **Care Academy** (College Awareness Readiness Education) and **NCBO** (Non-Course Based Option). To learn how to adopt these two initiatives, review the actionable strategies below:

CARE Academy	
Eligibility	<ol style="list-style-type: none"> All CF ISD "on-level" high school seniors (ENGL-4L and Advanced Algebra) are eligible to participate; <ol style="list-style-type: none"> Eligibility exclusions for English - Advanced, DC, or Honors Eligibility exclusions for Advanced Algebra - DC or Honors Students can participate in CARE English and/or CARE Math if not already enrolled in a DC course of the same discipline; TSI is not required for CARE participation (TSI is required if CARE class is not passed with 75 or higher to enter college).
Timetable	<ol style="list-style-type: none"> CARE courses are taught during the regular academic year; CARE is also offered in summer school as needed; CARE summer courses are condensed but offered in a Summer I + Summer II format.
Curriculum	<ol style="list-style-type: none"> CARE English covers ENGL 0309 over the entire academic year; CARE Math covers MATH 0308 in fall and MATH 0310 in spring of the same academic year.

NCBO	
Eligibility	Mandatory for all students taking a first level ENGL 0304 (Reading I) and ENGL 0306 (Writing I).
Timetable	Regular fall and spring semesters
Curriculum	<ol style="list-style-type: none"> The NCBO portion of the course is supported and built upon the ENGL 0304 and ENGL 0306; Joint curriculum with a credit bearing course (ENGL 0304 or ENGL 0306 - 3 credits each) and the NCBO (1 credit) for a total of 4 credits.

★ **LSC–KW:** LSC-KW highlighted their success with engaging students inside and outside classroom. Their multiple forms of student engagement have played a key role in increasing students’ GPA and persistence. Institutional efforts and faculty efforts to engage students are presented below:

Student Engagement	
Institutional Efforts	<ol style="list-style-type: none"> 1. Events posted in the master calendar on LSC-KW website; 2. College focuses on outside of class engagement for many years; 3. Invest in Men’s Center and Women’s Center
Faculty Efforts	<ol style="list-style-type: none"> 1. Faculty include student engagement activities in syllabi and as part of the course requirement; 2. Host Speakers Bureau; 3. Work with Student Clubs; 4. Promote real life learning through Civic Engagement

★ **LSC– MC:** LSC-MC has utilized a Campus-Wide Data Team to provide insights and information for interventions that contributed to increases in enrollment, persistence, and completion:

Data Team Projects	
Advising Initiative	<ol style="list-style-type: none"> 1. Advising sent nudges, called and met with 1,597 students with 60+ credits and high persisters; 2. Advising sent micro nudges, email, text, and reached out on social media to 1,158 PT students, high persisters.
Financial Aid Initiative	Financial Aid sent micro-nudges and texted 5,263 PT students, high persisters, and students with no financial aid.
Outreach	Outreach purchased ACT list of students and sent LSC-M packet related to their indicated major within a 10 mile radius of campus, and requested deans to contact students.

★ **LSC– NH:** LSC-NH’s academic disciplines and workforce programs have promoted students’ successful course completion by implementing the following strategies:

Faculty Driven Instructional and Support Strategies	
Faculty Collaboration	Increase in faculty dialogue concerning outcomes, pedagogy, and course materials
Instructional Strategies	<ol style="list-style-type: none"> 1. Promoted active learning; 2. Strengthened alignment between course outcomes and activities; 3. Incorporated topics of interest to the students; 4. Implemented students’ Mid-term/End of semester reflection; 5. Coursework redesigned with updated delivery methods; 6. Focused on soft skills as well as technical skills; 7. Increased critical thinking activities; 8. Increased hands-on time in simulation labs; 9. Made concerted effort to “bring the theory to the students’ reality”
Pathways	Offered multiple program pathways

Student Support	<ol style="list-style-type: none"> 1. Promoted campus networking; 2. Used syllabus exam to ensure students understand expectations and consequences; 3. Made sure tutoring addresses students' needs; 4. Encouraged students to participate in competitions; 5. Provided intrusive advising; 6. Strengthened services provided by Biology Learning Center/Lab materials developed by faculty; 7. Provided academic coaching.
Assessment	Increased level of rigor for exam questions

★ **LSC– TC:** LSC-TC has utilized data to design strategies that contributed to the increase in workforce programs and their enrollment:

Growth in Workforce	
Data-Driven Decision-Making	<ol style="list-style-type: none"> 1. Use data to identify gaps 2. Set enrollment targets
Multiple Sites Enrollment	Increase enrollment of evening courses at Tomball, Creekside, and Health Sciences Building.
Collaboration	<ol style="list-style-type: none"> 1. Develop an online taskforce consisting of faculty that will develop a plan for making LSC-Tomball an online destination for students 2. Utilize the campus workforce subcommittee to develop growth plans for two existing programs per semester. 3. Implement collaborative scheduling activities among disciplines/divisions
Pathways	Develop dual-credit pathways for workforce programs

★ **LSC– UP:** LSC-UP has utilized student service strategies to increase enrollment and completion:

Enrollment and Completion Campaign	
Completion Campaign	<ol style="list-style-type: none"> 1. Set a goal and make a plan (See an Advisor to map out the completion and transfer goals); 2. Send emails that include a link to schedule an appointment with the graduation advisor
Enrollment Drive	<ol style="list-style-type: none"> 1. Make phone calls; 2. Host campus events

✦ **Invitation to Nomination:** Do you feel your team has a Promising Practice you would like to share with the Lone Star Community? If so, please send your nomination to the [SPA team](#), and we will publish the Promising Practices in our newsletter. After all, we are **Better Together!**

SPA Resources

★ SPA Online Tools

Introduction to the ACE Process (NEW):

<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>

ACE One-Page View: [http://www.lonestar.edu/departments/institutionaleffectiveness/ACE_One_Pager_-_FINAL_-_July_2016\(1\).pdf](http://www.lonestar.edu/departments/institutionaleffectiveness/ACE_One_Pager_-_FINAL_-_July_2016(1).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/SLO-PLO%20Timeline%20\(AY2016-17-18\)-Merged.pdf](http://www.lonestar.edu/departments/institutionaleffectiveness/SLO-PLO%20Timeline%20(AY2016-17-18)-Merged.pdf)

★ SPA Team Contact Information

Chris Tkach, Ph.D.

Executive Director, Strategic Planning & Assessment
281.655.3719

Christopher.T.Tkach@LoneStar.edu

Jinhao Wang, Ed.D.

Director, Institutional Effectiveness
281.655.3718

Jinhao.Wang@LoneStar.edu

Priscilla Martin, MS.

IE Analyst/Compliance Assist Administrator
281.655.3717

Priscilla.A.Martin@LoneStar.edu



Strategic Planning & Assessment

Institutional Effectiveness (IE)

- Strategic Planning & Assessment
- LBO-Strategic Plan
- Institutional Effectiveness (IE)
- IE Success Stories
- Student Learning Outcomes (SLO)
- Compliance Assist

What's New?

A new volume of IE Success Stories based on the AY 2015-16 Annual Cycle of Effectiveness (ACE) Closing-the-Loop Reports is published. This volume of IE Success Stories features five divisions or departments from each LSC campus. Read these stories by clicking on the link below:

[IE Success Stories \(AY 2015-16\)](#)

You may also read the IE Success Stories from the past years by using the link below:

[IE Success Stories \(Past Years\)](#)

IE Overview

At Lone Star College, assessment consists of both operational effectiveness and learning effectiveness. To assess the operational effectiveness, all LSC units are engaged in an annual cycle of planning and assessment that involves developing plans for improvement, implementing said plans, collecting data to gauge the extent to which the expected outcomes are achieved, and then using the assessment results for continuous improvement.

An overview of the Annual Cycle of Effectiveness (ACE) is presented below:

Contact Information

Chris Tkach
Executive Director, Strategic Planning & Assessment
281.655.3719
Christopher.T.Tkach@LoneStar.edu

Jinhao Wang
Director, Institutional Effectiveness
281.655.3718
Jinhao.Wang@LoneStar.edu

Priscilla Martin
Compliance Assist. Coordinator
281.655.3717
Priscilla.A.Martin@LoneStar.edu

Committees

- [SLO Advisory Committee](#)
- [LSC Curriculum Teams](#)

Using Reporting and Analysis to Support Planning, Assessment and a Culture of Inquiry

Cascade Reporting Framework

Strategic Planning			
Level	Core Metric	Research	Research Results
President	Course Success Rate		
VPI	Course Success Rate (Overall, Dev Ed, Gateway, and by modalities)		
VPS	Course Success Rate (by demographic)		
Dean	Course Success Rate (by Subject, Highest D.F.W)	Course Success by Pre-req. Grade What are the success rates by Pre-Req grade and Subject?	Students at Risk: Math Students earning "C" in Pre-req.
Dev Ed	Course Success Rate Dev Ed (Math, Reading, Writing)	Course Success by Pre-req. Grade Course Success by Responder What are the success rates by Pre-Req grade and Subject? What are the success rates for "Responders" of "Non-Responders"?	Students at Risk: Responders for Dev Ed. courses Math Students earning "C" in Pre-req.

Order Gateway - Complaint with Departmental Success

Culture of Inquiry - Increased engagement with data

Using Reporting and Analysis to Support Planning, Assessment and a Culture of Inquiry

Reporting: Data Report E.g. (Course Success)

Success	2014	2015
Fall Terms		

Dean's Course Success	Fall Terms		
	2013	2014	2015
Overall			
Success Rate			
Readability			
Face Face			
Online			
Learning Courses			
Highnet R/L, W			
Highnet R/L, W Online			

Dev Ed. Course Success	Fall Terms		
	2013	2014	2015
Course Success Rate			
Dev Ed.			
Math			
Reading			
Writing			
Overall Dev Ed.			

