Annual Cycle of Effectiveness
Assessment Handbook
2015-16
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Preface

There is a story set in medieval times that tells of a traveler who comes upon three stonemasons. He asks each in turn: ‘What are you doing?’ The first answers, without hesitation, ‘I am cutting this stone.’ The second, who appears to be doing the identical job, makes a gesture with his hand and says, ‘I am completing the wall.’ The third, who again seems to be doing the same job, slowly raises his eyes to the sky and says, ‘I am building a cathedral.’

This story highlights the power of vision, of seeing situations as opportunities for greatness. The Annual Cycle of Effectiveness (ACE) process at Lone Star College (LSC) provides the platform for LSC leaders to build the synergy and work in unison to advance our shared vision for students and our community.

To support the ACE process, we have weaved resources together in this ACE Handbook. The purpose of the handbook is threefold: First, the handbook provides a common understanding and set of expectations regarding ACE process at Lone Star College. Second, it serves as a resource to aid the campuses in their assessment efforts. Finally, it acts as a communication piece for our internal and external stakeholders, updating them about our assessment process and accomplishments. As such, it is a living document that will be updated on a regular basis.

Additionally, the Office of Strategic Planning and Assessment provides online resources and regular professional development workshops. We want to support you in any way we can as we build the “cathedral” of excellence together.
Introduction

What is IE?

**A. Definition**

IE, an acronym for Institutional Effectiveness, refers to "the systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution" (SACS/COC Resource Manual, 2012, p. 115). It is a continuous process of planning, assessing, reviewing results, and using results for ongoing improvement.

At Lone Star College (LSC), the IE assessment consists of the assessment of both operational effectiveness and learning effectiveness. To assess the operational effectiveness, all LSC units are engaged in the Annual Cycle of Effectiveness (ACE), which consists of developing the assessment plans, implementing the plans, and collecting data to gauge the extent to which the expected outcomes are achieved, and then using the assessment results for continuous improvement.

To assess learning effectiveness, all Lone Star College’s educational programs measure student learning outcomes at both the course level and the program level. A detailed explanation of the learning outcome assessment practice at Lone Star College is included in a separate SLO Handbook and posted on the SLO Website.

To further clarify what IE is, let’s debunk some myths about assessment.

**B. Myths and Facts about Assessment**

<table>
<thead>
<tr>
<th>Myths</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is something required by the external agencies; it is disconnected with what we do daily.</td>
<td>Assessment is an integral part of what we do daily. We carry out action steps, implement initiatives, provide services, and tackle projects to support our institution’s mission. Without assessment, we won’t know what we do daily is effective or not. We wouldn’t know how we can improve what we do daily. If we want to achieve the highest level of excellence, assessment is the means to that end.</td>
</tr>
<tr>
<td>Assessment is not worth the time.</td>
<td>Clearly, assessment of a program should not usurp the actual services; however, assessment offers insight into what is working and what is not, and in a time of limited resources, assessment can yield information that helps you save time and resources.</td>
</tr>
<tr>
<td>Assessment will go away.</td>
<td>SACS/COC mandates the use of assessment data to continuously improve institutional effectiveness. It is part of the institutional practices, so it is not optional and not going away. It is up to us to make assessment meaningful and useful so that we can use assessment data to improve our services to our students and our community.</td>
</tr>
<tr>
<td>Assessment data will be used as evidence against us.</td>
<td>The focus of assessment is on improving our units and our institution so that we can serve our students and our community better. It is not used to negatively impact any individual faculty or staff member’s job.</td>
</tr>
</tbody>
</table>

Why do We Assess?

**A. The Benefits of Assessment**

Simply put, we assess ourselves in an effort to become better. The benefits of assessment are manifold:

- Assessment helps to **improve** programs and services through results that indicate areas for change.
- It **informs** students, faculty, staff and other stakeholders of the state of programs and services and their impact on students and the community at large.
- It **validates** that a program or service is accomplishing what it was planned to accomplish through a demonstration of assessment results.
- It **supports** campus-decision making processes, strategic planning, program review and additional accountability activities such as SACS reaffirmation and re-accreditation of academic programs by professional accrediting bodies (adapted from Selim et al., 2005).

In sum, assessment promotes a better workplace for employees, greater value to our students, and a more productive organization for our community.

**B. SACS’ Expectations**

Not to be forgotten is that assessment and a well-documented IE process is mandated by our accrediting body, the Southern Association of Colleges and Schools (SACS) under core requirement 2.5 and Comprehensive Standard 3.3.1. See more detailed description of these presented below:

- **Core Requirement 2.5**

  The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of the institutional mission, goals, and outcomes; (2) results in continuing improvement in institutional quality; and (3) demonstrates the institution is effectively accomplishing its mission. (Institutional Effectiveness).

Comprehensive Standard 3.3.1

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 educational support services
- 3.3.1.4 research within its educational mission, if appropriate
- 3.3.1.5 community/public service within its educational mission, if appropriate.


C. Creating a Culture of Continuous Improvement

Obviously, Lone Star College must follow the mandates of its accrediting body; however, SACS is not the sole reason we undertake this endeavor. Rather, Lone Star College pushes forward with its IE process because it can act as a cornerstone to a culture of continuous improvement.

In order to create and sustain a culture of continuous improvement, Lone Star College engages in both informal and formal assessment. Informal assessment is constant and ongoing (embedded in everything we do). Formal assessment is a systematic process and occurs on a regularly scheduled basis. LSC has numerous formal assessment processes, for example, the Annual Cycle of Effectiveness (ACE) process, the Program Review Process, and the Student Learning Outcome assessment process. This Handbook will limit its discussion to the Annual Cycle of Effectiveness (ACE).

Annual Cycle of Effectiveness (ACE) Process at Lone Star College

In his seminal work, Good to Great, Jim Collins describes the process of qualitative change and improvement as time consuming and arduous—especially, in the beginning:

*No matter how dramatic the end result, the good-to-great transformation never happened in one fell swoop. There was no single defining action, no grand program, no one killer innovation, no solitary lucky break, no miracle moment. Rather, the process resembled relentlessly pushing a giant heavy flywheel in one direction, turn upon turn, building momentum until a point of breakthrough and beyond.*

Collins' comments highlight three important observations:

- Becoming great does not happen overnight.
- There is no silver bullet.
- It is an arduous task—especially, at first.
The flywheel analogy also parallels the ACE process of improvement. This process has been described in slightly different formats (e.g., see Deming’s Plan-Do-Study-Act model of improvement.) However, the Planning, Implementing, and Evaluating model reduces the model down to its most elemental phases, making it as easy as a PIE to remember.
The Planning Phase

Each Lone Star College (LSC) unit develops an Annual Cycle of Effectiveness (ACE) assessment plan to support the Lone Star College’s Strategic Plan, which is developed every five years. The planning model we use is a two-way flow model – It is both “bottom-up” and “top-down”. See the pyramid charts below that illustrate this model:
The “bottom-up” and “top-down” approach used at LSC is an important part of our unit effectiveness planning process. It ensures that every LSC unit keeps in mind the important outcomes for the College and the people it serves, yet allows each unit to employ its own particular professional expertise in planning its work in support of the College as a whole while engaging in continuous quality improvement in its own area.

For more information about how to develop an Annual Cycle of Effectiveness assessment plan, please refer to pp. 10-15 of this Handbook.
The Implementation Phase

Planning alone will not solve any problem, what is needed is action – implementing the plan.

The implementation phase involves carrying out the action steps laid out in the ACE assessment plan. It also involves collecting formative assessment data (outputs and feedback) to measure if the action steps are implemented as desired, and if what is implemented helps the unit move toward its expected outcomes.

A mid-year Progress Report is required to help the units review their progress, outputs, and feedback so that they can adjust their action steps and it enhances strategies to reach their expected outcomes and fulfil their objectives.

For more information about how to produce the Progress Reports, please see pp. 16-17 of this Handbook.

The Evaluation Phase

The evaluation phase includes collecting summative data, engaging faculty or staff members in data analysis and data interpretation—to make sense of the data. Then the unit should make a collective decision on what recommendations to make – what further action should be taken to improve the actual outcomes for the coming year.

A Closing-the-Loop Report should be produced to capture the actual outcomes, data interpretation, and recommendations.

For more information about how to produce the Closing-the-Loop Report, please see pp. 18-20 of this Handbook.

Annual Cycle of Effectiveness Assessment Timeline

- **September 1-August 31**: Implementing the ACE Assessment Plans
- **Jan. 15-Feb. 15**: Reporting Progress
- **June 1-August 31**: Closing the Loop for Current Year
- **June 1-August 31**: Planning for Next Year
Please note that during the June 1-August 31 timeframe, ACE leaders are engaging in two-layers of assessment activities: closing the loop for the current year and planning for the subsequent assessment cycle.

For more detailed information about the ACE assessment calendar, please refer to the following table:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Assessment Activities</th>
<th>Description</th>
<th>Person Accountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1-15</td>
<td>ACE: Planning</td>
<td>*CA: Strategic Plan alignment, unit objective, action steps, method of</td>
<td>Presidents/VCs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>assessment, achievement targets and resources needed textboxes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Recommended: Team meetings to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>review data and identify strengths and weaknesses for each unit</td>
<td></td>
</tr>
<tr>
<td>June 15-30</td>
<td>ACE: Planning</td>
<td></td>
<td>VPs/AVCs</td>
</tr>
<tr>
<td>July 1-15</td>
<td></td>
<td></td>
<td>Deans/Ex. Dir.</td>
</tr>
<tr>
<td>July 15-July 30</td>
<td></td>
<td></td>
<td>Department/Program/Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit Leaders/Dir.</td>
</tr>
<tr>
<td>August 1-August 30</td>
<td>ACE Plan reviewed and approved by supervisors</td>
<td>ACE Leaders review for content</td>
<td>ACE Leaders by hierarchy</td>
</tr>
<tr>
<td>September 1- Subsequent</td>
<td>ACE: Implementation</td>
<td>ACE: Implementation</td>
<td>ACE Leaders</td>
</tr>
<tr>
<td>May 30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 15-February 15</td>
<td>ACE: Mid-Year Progress Report</td>
<td>CA: Mid-Year Progress textbox and status dropdown</td>
<td>ACE Leaders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recommended: Team meetings to discuss status of projects and team</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>needs.</td>
<td></td>
</tr>
<tr>
<td>May 15-June 1</td>
<td>ACE: Evaluation (Data production and publication by AIR)</td>
<td>AIR analysts to run data analyses</td>
<td>AIR Analysts</td>
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<tr>
<td></td>
<td></td>
<td>specific to ACE assessment</td>
<td></td>
</tr>
<tr>
<td>June 1- July 30</td>
<td>ACE: Evaluation (Closing-the- Loop Reporting)</td>
<td>*Close the Loop</td>
<td>ACE Leaders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*CA: Textboxes – Final Results and Data Interpretation/ Recommendations,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Status dropdown - updated, and identify which Objective should be made</td>
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<tr>
<td></td>
<td></td>
<td>public</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Recommended: Team Retreat to discuss and celebrate successes for the year.</td>
<td></td>
</tr>
<tr>
<td>August 1-August 30</td>
<td>ACE Closing-the-Loop reports reviewed by supervisors</td>
<td>UEP Leaders review for content</td>
<td>ACE Leaders</td>
</tr>
</tbody>
</table>
Writing the ACE Assessment Plan

An ACE assessment plan consists of the following components:

- Vision
- Mission
- Unit Objectives
- Action Steps
- Methods of Assessment
- Achievement Targets
- Resources Needed
- Assessment Schedule

This section explains how to compose the major components.

How to Create a Vision Statement

Vision statement refers to “an organization’s description of its desired future state in terms of performance excellence” (Miller, 2007, p. 247).

A vision statement addresses the following questions:

- What would you like your unit to look like in the future?
- What would you like your unit to strive for (what level of excellence)?

The frequently used phrases include “…the best in…,” “…a leader in…,” or “..nationally recognized for….”

The following are examples of vision statements:

**Example 1:**
Midlands Technical College will be a leading community college, recognized for excellence in education and student success. The college will be a primary choice of citizens preparing for the job market, pursuing career advancement opportunities, and seeking to transfer to senior colleges and universities. Partnerships with area schools, business groups, and governmental agencies will contribute to an educational system that enhances the economic development and quality of life in the region.

**Example 2:**
Tarrant County College will be a nationally recognized community college of choice for academic excellence and lifelong learning.
How to Create a Mission Statement

Mission statement refers to “an organization’s statement of purpose, clarifying whom the organization serves, how it serves them, and what results it seeks as a consequence of that service” (Miller, 2007, p. 244).

A mission statement addresses the following questions:

- What are the primary functions and activities that your unit performs?
- Why do you perform these activities (What's the purpose of your unit)?
- For whom does the unit conduct the activities?

See examples of mission statements below:

**Example 1:**
Midlands Technical College is a comprehensive, public, two-year community college serving the Central Midlands of South Carolina. College programs and services provide accessible, affordable, high-quality post-secondary education that prepares students to enter the job market, allows them to transfer to senior colleges and universities, and assist them in achieving their professional and personal goals. Through its programs and services, the college equitably provides higher education opportunities and supports the economic growth of the community.

**Example 2:**
Tarrant County College provides affordable and open access to quality teaching and learning.

How to Create Unit Objectives

An objective is a measurable action to be implemented in a short to medium timeframe, designed to support the accomplishment of your goal. While goals are directional and general, objectives are actionable and specific. In other words, they should be SMART (Specific, Measurable, Attainable, Realistic, and Timely).

Examples of unit objectives in support the goals are listed below:

**Example 1:**
In support of the goal, “Promote student completion and student success,” we can have the following unit objectives:

- Increase the Developmental students’ course sequence completion rates in Math, Reading, and Writing;
- Increase Part-time faculty’s course completion and success rates;
- Increase Fall to Fall persistence rate for black male students.
**Example 2:**

In support of the goal, “Promote a college-going culture,” we can have the following objectives:

- Increase the FTIC students’ enrollment
- Increase the dual-credit enrollment

**How to Lay out Action Steps**

Action steps are strategies, tasks, or events you design to accomplish your objectives. They bring the objectives to the operational level. Completion of action steps can produce outputs that can be used to assess if we are moving closer to the completion of objectives. See examples of action steps below:

**Example 1:**
The objective, “Implement the Service Learning program,” can be broken down into the following action steps:

- **Step 1** – Promote the Service Learning Program to different academic departments
- **Step 2** – Assist faculty to develop service learning curriculum
- **Step 3** – Assess student learning outcomes and success outcomes for the Service Learning courses

**Example 2:**
The objective, “Increase the dual-credit enrollment,” can be broken down into the following action steps:

- **Step 1** – Collaborate with the high school principals to develop Memo of Understanding
- **Step 2** – Provide professional development for the dual-credit teachers once every semester

**How to Design Methods of Assessment**

Assessment methods refer to what type of data (measures) to collect, how to collect and analyze them, and who will be responsible for collecting them.

**Areas of Organizational Performance – The Big Picture**

To assess organizational performance, Barbara A. Miller (2007) identifies seven areas of organizational performance in higher education:

1. **Effectiveness**: the extent to which a unit achieves its intended outcomes
2. **Productivity**: ratio of inputs consumed vs. outputs created
3. **Quality**: of partnership, work process, work life, etc.
4. **Efficiency**: cost and benefit, resource utilization
5. **Customer Satisfaction**: level of satisfaction
6. **Innovation**: creative changes implemented to improve the unit’s performance
7. **Financial durability**: financial health and well-being

(pp. 130-131)
**Measurements:**
In each area, measures can be identified to gauge the performance. The most commonly used measures are academic direct measures, academic indirect measures, and administrative measures. See explanations and examples for these types of measures illustrated below:

**Academic Direct Measures:** Refer to the type of data that can be used to directly measure students' knowledge and skills.

**Examples:** Pre-test, post-test, comprehensive subject matter exam, licensure exam, portfolio, thesis, writing assignment, internship evaluation, capstone assignment, and performance (recital, art exhibit, or science project)

**Academic Indirect Measures:** Refer to the type of data that can be used to infer student achievement.

**Examples:** Surveys, Interviews, Focus Group Studies, Document Analyses, or Audit Measures (course grades, retention/graduation/job placement rates)

**Administrative Measures:** Refer to the type of data that can be used to gauge the effectiveness of an organization or a work unit in terms of the quantity, quality, productivity, efficiency measures.

**Examples:** Activity volume, compliance with government or professional standards, work-place environment, customer satisfaction, etc.

Measures can also be categorized into output or outcome measures:

**Outputs:** Deliverables from an organization's key work processes experienced by customers, or products, services, and information designed to meet customers' needs

**Examples:** # of participants in the 1st year student orientation, # of students referred to Early Alert intervention, # of accelerated Dev. Ed. Program designed and implemented

**Outcomes:** End results an organization seeks to achieve as a consequence of customers receiving or experiencing the organization’s outputs; or changes in knowledge, skills, or behavior due to services or intervention programs provided

**Examples:**
Accelerated Dev. Ed. Programs (output)—Less time spent completing the Dev. Ed. Program (outcome)

Auto-award of credentials (output)—More students who met graduation criteria graduate (Outcome)

Academic coaching program (output) -- Participants take initiatives to seek assistance from academic advisors, etc. (outcome)

**Quantitative Method vs. Qualitative Method**

There are two major methods of assessment: Quantitative Method and Qualitative Method. See differences between the two methods illustrated with examples below:
Quantitative Method | Qualitative Method
---|---
Collect data that are numbers | Collect data that are words, narratives
Use data to test hypothesis | Use data to explore possibilities, identify problems
Help us understand WHAT is the level of success | Help us understand the WHY behind the numbers
Examples: Test score comparison, Analysis of survey with numeric ratings, # of participants comparison | Examples: Interviews, Focus Group Studies, Document Analyses

A good assessment method design should incorporate both output and outcome measures, utilizing both quantitative and qualitative methods.

How to Set Achievement Targets

To determine if any actual outcome is considered success, a reference point is needed to provide a benchmark against which the actual outcome is compared. Achievement targets serve as such kind of reference points. Therefore, an achievement target should be set by researching the trend of the data and by looking at the benchmark data. See examples presented below:

**Example 1:**
**Unit Objective:** Implement the Service Learning Program.
**Achievement Target:** The course completion rate of students in Service Learning courses will be 3% higher than that of students in similar courses with the traditional approach for Fall 2013 and Spring 2014.

**Example 2:**
**Unit Objective:** Increase the dual-credit enrollment.
**Achievement Target:** Increase the dual-credit enrollment by 5% for Fall 2013 as compared to Fall 2012.
Also, keep in mind that the assessment measures must match your unit’s achievement targets. See examples of misaligned and aligned measures presented below:

**Example 1:**

**Achievement Target:** At least two outreach events will be hosted each year for Texas junior and senior high school STEM students.

**Misaligned Measure:** Survey student participants and faculty volunteers from junior and high schools

**Aligned Measure:** Number of outreach events hosted each year

**Example 2:**

**Achievement Target:** Increase in first attempt success on the Accuplacer Assessment Test

**Misaligned Measure:** Collect and establish baseline data to measure effectiveness of process

**Aligned Measure:** 1st attempt Accuplacer pass rate
Writing the Progress Report

During the mid-year, between January 15 and February 15, each unit is required to examine the progress of implementing the action steps, conduct formative assessment to check if interim targets are being met, and then submit the Progress Report. This section shows how to produce the Progress Report.

Follow the directions below to produce the Mid-year Progress Report:

- Review your action steps;
- Report on which action steps have been implemented, which are in the process of being implemented, and which are delayed or become infeasible to implement;
- If the action steps are not implemented as planned, report on how you would address the issue and adjust your plan.

See examples of Progress Report below:

Example 1:

Unit Objective: Implement the Service Learning program

Action Steps:

1. Promote the Service Learning Program to different academic departments
2. Assist faculty to develop service learning curriculum
3. Assess student learning outcomes and success outcomes for the Service Learning courses.

Progress Report:

1. Promoted the Service Learning Program to different academic departments (English Department offered 5 sections of SL course)
2. Assisted 20 faculty to develop service learning curriculum (English and History Department Completed the curriculum design)
3. Developed student learning outcomes and success outcomes for the Service Learning courses.

We will assess the SLOs and measure success outcomes for Fall 2013.
Example 2:

Unit Objective: Increase FTIC students' Fall to Fall persistence rate

Action Steps:
   (1) Work with Student Success Division to offer intrusive advising;
   (2) Create a student club in each division.

Progress Report:
   (1) One-to-one advising was offered to 65% of the FTIC students
   (2) 100% of the divisions created a student club, but the participation in the club
   activities was low (15%).

We will encourage more students to participate in the club activities.

Example 3:

Unit Objective: Increase accessibility of police assistance phones.

Action Steps:
   (1) Request budget to purchase the Police Assistance Phones
   (2) Purchase and install the phones
   (3) Promote the awareness of the phones

Progress Report:
   (1) Phone purchase budget was approved
   (2) 100% of the phones were purchased and installed.
   (3) Promoted the awareness of the phones via web news (1,200 hits).

We will increase the number of hits by sending out emails to encourage reading of
the news on the web.

Example 4:

Unit Objective: Help employees become knowledgeable of system resources.

Action Steps:
   (1) Revamp new employee orientation
   (2) Collect feedback
   (3) Create a new employee process for adjunct instructors

Progress Report:
   (1) Revamped new employee orientation
   (2) Collected feedback from faculty and staff
   (3) Created a new employee process for adjunct instructors and conducted 5
   trainings with 100 attendees.
   We will continue providing more training.
Writing the Closing-the-Loop Report

At the end of each assessment cycle, all units need to submit the Closing-the-Loop Reports, which consist of the following components:

- Final Results
- Interpretation of Results
- Recommendations

How to Present the Final Results

The results are actual outcomes that need to be compared with the Achievement Targets. The results should be data collected based on the specified measures. When reporting on results, present the actual data and draw conclusion on the data objectively. See the following examples:

**Example 1:**

**Achievement Target:** At least 95% of responses to the faculty and staff satisfaction survey on campus environment will indicate satisfaction with the campus cleanliness and functionality.

**Final Results:**

**Present the actual data:** According to the 2012 Satisfaction survey, 91% of faculty and staff members were satisfied with the cleanliness and functionality (58% very satisfied and 33% satisfied).

**Draw conclusion (Was the target met? What did the data show?):** The 91% satisfaction rate was very high; however, since the target was 95%, the actual satisfaction rate was 4% lower than the target.

**Example 2:**

**Achievement Target:** The course pass rate (“C” or above) will increase by 5% for the whole Division of Developmental Studies for Fall 2011 as compared to Fall 2010 and for Spring 2013 as compared to Spring 2012.

**Final Results:**

**Present the actual data:** For Developmental Studies Division, the Fall 2011 pass rate was 67%, which was 1% higher than the Fall 2010 pass rate (66%). The Division’s Spring 2013 pass rate was 61%, which was the same as Spring 2012 pass rate -- 61% as well.

**Draw conclusion (Was the target met? What did the data show?):** The Fall pass rate comparison showed a small increase from Fall to Fall. However, the Spring pass rate comparison showed no increase from Spring to Spring. The target was not met.
Example 3:

Achievement Target: Increase the number of external grant awards by 5% from 2011-12 to 2012-13

Final Results: Present the actual data: In 2011-12, we got 21 grant awards, and in 2012-13, we got 24 grant awards.

Draw conclusion (Was the target met? What did the data show?): The actual % of increase was 14%, which was 9% higher than the expected outcome of 5%. The target was exceeded.

How to Interpret Data

Once you have gathered data and compared the actual outcome with the expected outcomes, you will need to engage your team in the discussion of data to make sense of the data so that you can take further action to improve the actual outcome. Making sense of the data—interpreting data—requires you to address the question, “What factors might have contributed to the actual outcome?”

See examples of data interpretation below:

Example 1:

Results:
According to the 2012 Satisfaction survey, 91% of faculty and staff members were satisfied with the cleanliness and functionality (58% very satisfied and 33% satisfied). The 91% satisfaction rate was very high; however, since the target was 95%, the actual satisfaction rate was 4% lower than the target.

Data Interpretation:
The high satisfaction rating (91%) is a result of timely attention to client needs—classrooms, work-spaces, etc. The goal of 95% was not met possibly due to the learning curve of new staff and the time it takes for all the staff to learn about the standards and procedures of providing quality services. A lack of communication between clients and staff may also be the possible cause for not meeting the targeted satisfaction rating.

Example 2:

Results:
For Developmental Studies Division, the Fall 2011 pass rate was 67%, which was 1% higher than the Fall 2010 pass rate (66%). The Division's Spring 2013 pass rate was 61%, which was the same as Spring 2012 pass rate --61% as well.

The Fall pass rate comparison showed a little bit increase from Fall to Fall. However, the Spring pass rate comparison showed no increase from Spring to Spring. The target was not met.
Data Interpretation:
The lower pass rate for Spring semesters may be caused by a number of factors, including the possible interruption of the Spring Break and the Semester Break, less dual enrollment sections in the Spring, and longer span of the semester.

Example 3:

Results:
In 2011-12, we got 21 grant awards, and in 2012-13, we got 24 grant awards. The actual % of increase was 14%, which was 9% higher than the expected outcome of 5%. The target was exceeded.

Data Interpretation:
We were able to exceed our target due to a number of factors: (1) We were proactive in establishing relationship with the funders; (2) we planned the timeline well, and (3) we had competent and dedicated grant writing staff.

How to Make Recommendations

Once we identified issues or factors that might have contributed to the actual outcomes, we are in a position to make recommendations for further action. Please note that even if we have met or exceeded the anticipated targets, we still need to make recommendations for continuous improvement.

See the following examples of recommendations made based on the interpretation of data:

<table>
<thead>
<tr>
<th>Data Interpretation</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The high satisfaction rating (91%) is a result of timely attention to client needs---classrooms, work-spaces, etc. The goal of 95% was not met possibly due to the learning curve of new staff and the time it takes for all the staff to learn about the standards and procedures of providing quality services. A lack of communication between clients and staff may also be the possible cause for not meeting the targeted satisfaction rating.</td>
<td>Facilities Operations &amp; Maintenance Department will provide more frequent training for the staff. Clients will be encouraged to communicate their expectations and desires for classroom settings. Future building projects will anticipate the need for classrooms that can be re-arranged quickly and easily.</td>
</tr>
<tr>
<td>The lower pass rate for Spring semesters may be caused by a number of factors, including the possible interruption of the Spring Break and the Semester Break, less dual enrollment sections in the Spring, and longer span of the semester.</td>
<td>The Developmental departments will 1) provide review lessons right after the breaks to improve course pass rate and 2) strengthen retention efforts by working with the Student Success Specialists to promote course persistence rate. 3) Research also needs to be conducted to find out what causes the lower pass rates in Spring semesters.</td>
</tr>
<tr>
<td>We were able to exceed our target due to a number of factors: (1) We were proactive in establishing relationship with the funders; (2) we planned the timeline well, and (3) we had competent and dedicated grant writing staff.</td>
<td>We will connect with more funders and also strengthen retention efforts to retain our staff members.</td>
</tr>
</tbody>
</table>
## Continuous Quality Improvement

After we have made recommendations, we need to implement these recommendations. Based on the implementation results, we can make further recommendations. Thus, it is a continuous cycle of using data for continuous quality improvement. One important way to implement recommendations is to carry the recommendations to the subsequent assessment cycle by turning the recommendations into the unit objectives. See examples below on how to turn recommendations into the subsequent cycle’s unit objectives:

<table>
<thead>
<tr>
<th>Units</th>
<th>Recommendations from the 2014-15 Cycle</th>
<th>Unit Objectives for the 2015-16 Cycle Based on the Previous Cycle’s Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Leadership Institute</td>
<td>We were able to exceed the target of getting 50 applicants for the Leadership Institute because of the implementation of new marketing initiatives, including the face-to-face meetings, increased efforts of community partners, and printed marketing materials. We will continue face-to-face meetings with the board and develop new ways to reach a broader audience, such as targeting specific industries and organizations through target marketing.</td>
<td>Unit Objective 8.1.2—Complete the design, development and integration of common marketing collateral and website for CDI’s national marketing campaign.</td>
</tr>
<tr>
<td>Advising &amp; Outreach</td>
<td>We have exceeded the target of providing workshops to students about utilizing online services; however, the workshops need to be diversified, so we will continue to explore other types of workshops to expand online access.</td>
<td>Unit Objective 3.2.1—Continue to increase and diversify the campus workshops to educate students about online services and how to utilize the services.</td>
</tr>
<tr>
<td>College Relations</td>
<td>Text messaging services can no longer be utilized due to utilization of Lone Star Alert. We will request additional funds to secure marketing across social media platforms.</td>
<td>Unit Objective 6.1.1—Launch an enhanced social media campaign to increase student-college communication and participation in on-campus events with the expected outcome of 10% increase in student interaction on Facebook.</td>
</tr>
</tbody>
</table>
Assessment Tool: Compliance Assist

Lone Star College (LSC) uses Compliance Assist as the assessment tool. All ACE, SLO, and PLO assessment plans and reports are stored in this tool. Utilizing this tool, LSC maintains consistent framework for assessment across the multiple colleges. All ACE units use the same ACE form with the same planning and reporting components. The web link to the Compliance Assist, ACE Form Guide, and the Compliance Assist navigation tool are listed below:

- Web Link to Compliance Assist
- ACE Form Guide to Data Entry - Internal Users Only
- Compliance Assist Navigation Tool - Internal Users Only

Worksheets for creating the ACE assessment plans and reports are listed in the Appendices’ section as Appendix E and F on p. 31 and p. 32.
Glossary of Terms

**Action** – An event or action taken to accomplish an outcome (i.e.: summer camp, workshop, and marketing).

**Activities** – Things you do-activities you plan to conduct in your program.

**Assessment Schedule** – The frequency with which assessment tools are used to measure progress toward an outcome (i.e.: Monthly, Semester, Annually).

**Assessment Plan** – A plan with clearly defined strategies or actions, outcomes, assessment tools, assessment schedules, and performance targets; outcomes must be aligned with the System and Campus objectives.

**Assessment Instrument** – The specific method selected to measure progress toward achievement of an outcome (CCSEE, Pre/Post Perceptions Survey, specific rubrics, specific portfolio assignments, etc.).

**Assessment Results** – The results of the outcomes measures (i.e.: Was the performance target met? How will you use the results in the Campus Planning process [Academic, Administrative, Budget, Facilities]?).

**Continuous Quality Improvement (CQI)** – A management philosophy that addresses the progress of an institution systemically and systematically to improve the quality of its processes and outcomes. CQI stresses a strong culture of assessment-based evidence for decision making in a cooperative, cross-functional way throughout the institution.

**Department** – A department reports to a Dean within a Division unit (i.e.: CIT, Advising, Financial Aid).

**Division** – Second largest operational unit at the College (i.e.: Division 1, Division 2, and Student Services).

**Formative Evaluation** – Any evaluation that takes place before or during a project’s implementation with the aim of improving the project’s design and performance.

Formative evaluation complements summative evaluation and is essential for trying to understand why a project or a program works or doesn’t. Information or data gathered from the formative evaluation can be used to provide timely intervention so as to improve the effectiveness of a project or a program.

**Goal** – A broad statement that describes what is to be achieved to fulfill the program mission.

**Institutional Effectiveness** – refers to "the systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution” (SACS/COC Resource Manual, 2012, p. 115). It is a continuous process of planning, assessing, and reviewing results, aimed at ongoing improvement.
Measure – A clearly definable performance level that can be measured.

Mission – A statement that describes who is served by the program, the philosophy of service, and what will be achieved; should be two to four sentences.

Needs Assessment – A systematic study of institutional problems that interfere with achieving goals and that require solutions.

Objective – Statements of aims or desired ends whose achievement can be assessed to demonstrate progress toward or achievement of their goals.

Outcome – End results an organization seeks to achieve as a consequence of customers receiving or experiencing the organization’s outputs, or changes in knowledge, skills, or behavior due to services or intervention programs provided.

Output - Deliverables from an organization’s key work processes experienced by customers, or products, services, and information designed to meet customers’ needs

Outcome Result - What happened? Was the achievement target accomplished?

Personnel – Individuals currently employed in the program; program leadership should be identified.

Person Responsible – One person who will be charged with facilitating the assessment cycle for the outcome listed.

Process Assessment – Production of information concerning how close actual processes are to desired processes.

Program/Committee – A program; the smallest operational unit within the college responsible for conducting periodic program reviews (i.e.: CISCO, Honors, and Scholarships).

Program Evaluation – Determination of the adequacy of the program in fulfilling its mission, goals, and objectives.

Qualitative Method – Qualitative method of assessment collects data that are narrative. Data are analyzed by looking for recurring themes. Examples of this method include interviews, observations, focus group study, etc.

Quantitative Method – Quantitative method of assessment collects data that can be summarized into meaningful numbers and can be analyzed statistically. Examples include test score comparison, analysis of survey ratings, and number of events comparison.

Related Goal/Objective – Lone Star College System Goal/Objective to which a program outcome must be aligned.
Strategic Planning – Long-term, often three-five year, planning at the level of the whole institution or unit that focuses specifically on adaptation to the organization’s external environment and the future. Guided by a vision of the organization in the future, strategic planning attempts to position the organization favorably with respect to needed resources.

Strategy – An event or action taken to accomplish an outcome (i.e.: summer camp, workshop, and marketing).

Summative Evaluation – Judgment at the end of an activity of its effectiveness according to standards.

SWOT Analysis – An activity that engages the stakeholders in brainstorming on the Strengths and Weaknesses within the organization, as well as the external factors that pose as Opportunities and Threats to the organization. Information gathered from this activity can be used for strategic planning or intervention design, etc.

Unit – Largest operational unit at the College (i.e.: Student Learning, Student Success, and Administrative Services).

Resources

Internal Websites:

- LSC Office of Strategic Planning and Assessment (SPA) Website
- LSC Institutional Effectiveness (IE) Website
- LSC Analytics and Institutional Reporting (AIR) Website
- LSC Dashboard and Scorecards – internal users only

External Websites:

- Richland College Assessment Website
- American Association of Community Colleges (AACC)
- American Evaluation Association
- Association for Institutional Research (AIR)
- Community College Research Center
- Council for the Advancement of Standards in Higher Education
- Integrated Postsecondary Education System (IPEDS)
- National Center for Education Statistics (NCES)
Books:


Appendices

Appendix A: LSC Strategic Plan (2015-2020)

See Lone Star College’s 2015-2020 Strategic Plan link below:

Appendix B: Worksheet for SWOT Analysis

<table>
<thead>
<tr>
<th>Internal</th>
<th>Strengths</th>
<th>Weaknesses</th>
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<tr>
<td>External</td>
<td>Opportunities</td>
<td>Threats</td>
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</tbody>
</table>
Appendix C: Worksheet for Developing a Vision Statement

**Directions:** Please use the following worksheet to generate a Vision Statement for your unit. You will need to work with your team to brainstorm for ideas, using questions laid out in the worksheet to prompt discussion. After you have ideas, you can then synthesize these ideas and weave them into a Vision Statement.

<table>
<thead>
<tr>
<th>What would you like your unit to become? (the best in …or a leader in … or nationally recognized for…)</th>
<th>What would you like your unit to strive for? (What reputation? What level of excellence?)</th>
<th>What would you like your unit to look like in the future?</th>
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</tbody>
</table>

Integrate the above information and compose a Vision Statement:
Appendix D: Worksheet for Developing a Mission Statement

**Directions:** Please use the following worksheet to generate a Mission Statement for your unit. You will need to work with your team to brainstorm for ideas, using questions laid out in the worksheet to prompt discussion. After you have ideas, you can then synthesize these ideas and weave them into a Mission Statement.

<table>
<thead>
<tr>
<th>What are the primary functions and activities that your unit performs?</th>
<th>Why do you perform these activities/What’s the purpose of your unit?</th>
<th>For whom does the unit conduct the activities?</th>
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</thead>
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</tbody>
</table>

Integrate the above information and compose a Mission Statement:
# Appendix E: Worksheet for Creating an ACE Assessment Plan

<table>
<thead>
<tr>
<th>LSC Strategic Goal &amp; Objective Alignment</th>
<th>Unit Objective</th>
<th>Action Steps</th>
<th>Start Date</th>
<th>Finish Date</th>
<th>Methods of Assessment</th>
<th>Achievement Targets</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A broad statement that describes what is to be achieved to fulfill the institution's mission</td>
<td>Statements of aims or desired ends whose achievement can be assessed to demonstrate progress toward or achievement of their goals</td>
<td>Steps or strategies need to be accomplished in order for you to attain your objective?</td>
<td>When will initiative/Action plan begin?</td>
<td>When will initiative/Action plan end?</td>
<td>Method &amp; Data selected to measure progress of an outcome. Who will be collecting the data and what will they collect?</td>
<td>Intended outcomes, such as % increase over the benchmark data, or expected success rate, or targeted output, etc.</td>
<td>Fiscal Impact/Personnel Resources needed to implement plan</td>
</tr>
</tbody>
</table>

LSC IE (ACE) Handbook

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Appendix F: Worksheet for Creating an ACE Progress Report and Closing-the-Loop Report

<table>
<thead>
<tr>
<th>Campus</th>
<th>Academic Year</th>
<th>Information from the ACE Assessment Plan</th>
<th>Implementation Stage Reporting</th>
<th>Closing-the-Loop Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Unit Objective</td>
<td>Action Steps</td>
<td>Methods of Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Statements of aims or desired ends whose achievement can be assessed to demonstrate progress toward or achievement of their goals</td>
<td>Steps or strategies need to be accomplished in order for you to attain your objective?</td>
<td>Method &amp; Data selected to measure progress of an outcome. Who will be collecting the data and what will they collect?</td>
</tr>
</tbody>
</table>
### Appendix G: Self-Assessment Rubric for Completing ACE Assessment Plans and Reports

<table>
<thead>
<tr>
<th>Assessment Elements</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Acceptable 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Objectives</strong></td>
<td>Unit objectives are not laid out.</td>
<td>Unit objectives are partially completed and are not specific enough.</td>
<td>Unit objectives are completed; the objectives are measurable and relevant to the unit's mission and the institution's mission.</td>
<td>Unit objectives are clearly laid out, using action verbs; the objectives are specific, measurable, realistic, and relevant to the unit's mission and the institution's mission.</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td>No action steps are laid out.</td>
<td>Action steps are laid out but some are not relevant to the accomplishment of the Unit Objectives.</td>
<td>Action steps are laid out and are relevant to the accomplishment of the Unit Objectives.</td>
<td>Action steps are laid out with owners and timeline clearly identified; they are also relevant to the accomplishment of the Unit Objectives.</td>
</tr>
<tr>
<td><strong>Assessment Methods</strong></td>
<td>Methods for data collection and data analysis are not identified</td>
<td>Methods for data collection and data analysis are identified but are not relevant to the measurement of the expected outcomes.</td>
<td>One method for data collection and data analysis is clearly laid out and is relevant to the expected outcomes</td>
<td>Mixed methods for data collection and data analyses are identified and clearly laid out to adequately gauge the fulfillment of the expected outcomes.</td>
</tr>
<tr>
<td><strong>Achievement Targets</strong></td>
<td>No target is set.</td>
<td>General statements rather than specific description of the target are presented.</td>
<td>Specific targets are set; targets align well with the method of assessment and the unit objectives.</td>
<td>Specific targets and baseline data are set based on faculty input and researched information; targets align well with the method of assessment and the unit objectives.</td>
</tr>
<tr>
<td>Assessment Elements</td>
<td>Implement</td>
<td>Evaluate: Use of Results</td>
<td>Mid-Year Progress</td>
<td>Developing</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
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<td>------------</td>
</tr>
<tr>
<td>Beginning 1</td>
<td>No progress is reported in either the CA textbox or the dropdown menu in the status field.</td>
<td>No recommendation is made.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing 2</td>
<td>Progress is reported in CA dropdown menu in the status field, but not in the textbox.</td>
<td>The recommendation is too general to be acted upon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acceptable 3</td>
<td>Progress is reported in both CA textbox and dropdown menu in the status field, and activities reported are specific.</td>
<td>The recommendation is specific, realistic, but the interpretation of the data is not evident.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exemplary 4</td>
<td>Progress is reported in both CA textbox and dropdown, and activities reported are specific. Additionally, process assessment results (outputs) are also reported with recommendations for further action if output targets are not met.</td>
<td>The recommendation is specific, realistic, and based on the interpretation of the data.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ACE Assessment Plan, Progress Report, and Closing the Loop Report (Office of Administrative Services)

### Mission:
The Office of Administrative Services will provide "services for success" in innovative ways to ensure a cooperative relationship with all divisions of the College. The Office will be responsible for fiscal responsibility, for acquiring resources in a timely manner, for recruiting qualified personnel, for providing safe and adequate facilities and for all other support services necessary to ensure a productive learning and working environment.

<table>
<thead>
<tr>
<th>Unit - Level Objective</th>
<th>Action Steps</th>
<th>Methods of Assessment</th>
<th>Achievement Targets</th>
<th>Progress (Report on activities implemented in the mid-year)</th>
<th>Final Results (Actual result: present the data and conclude if the target was met)</th>
<th>Interpretation of Results (What factors contributed to the results?)</th>
<th>Recommendations (Suggestions for change and improvement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.2.2 Increase accessibility of police assistance phones.</td>
<td>1. Request budget to purchase the Police Assistance Phones 2. Purchase and install the phones 3. Promote the awareness of the phones</td>
<td>OAS will report on the actual number of phones purchased and installed; A survey about the awareness of the phones and general satisfaction on the campus safety will be designed and conducted.</td>
<td>Implement and deploy 12 additional Police Assistance Phones; 90% of the students surveyed will show awareness of the phones and will be satisfied about the safety of the campus.</td>
<td>100% of the phones were purchased and installed. Promoted the awareness of the phones via web news (1,200 hits). Will increase the number of hits by sending out emails to encourage reading of the news on the web.</td>
<td>A total of 12 phones were purchase and installed. Awareness of the phone availability and locations was promoted via the College’s website. Target was met. Survey result showed that 85% of the respondents were aware of the availability of the phones, and 80% of the respondents were satisfied with the safety of the campus. Target was not met.</td>
<td>The targets for awareness and satisfaction were not met, probably due to a number of reasons: (1) More ways of reaching out to students need to be used; (2) More strategies, such as better lighting and stronger presence of police officers at main buildings, need to be implemented to give students' sense of security.</td>
<td>(1) Create and distribute flyers, use Plasma Screen messages to reach out to students. (2) Increase lighting during the evenings in between buildings; (3) Increase presence of police officers at main buildings.</td>
</tr>
</tbody>
</table>
5.1.1 Help employees to be knowledgeable of system resources.

<table>
<thead>
<tr>
<th>1. Revamp new employee orientation</th>
<th>HR will electronically survey all employees hired since February 2012. Collect data and calculate the % indicating &quot;Agree&quot; and &quot;Strongly Agree&quot; with the statement about awareness.</th>
<th>90% of the employees surveyed will show awareness of the system resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Collect feedback</td>
<td>1. Revamped new employee orientation</td>
<td>94% of the employees surveyed indicated that they were aware of the system resources. Target met.</td>
</tr>
<tr>
<td>3. Create a new employee process for adjunct instructors</td>
<td>2. Collected feedback from faculty and staff</td>
<td>The high awareness rate was probably due to our meeting with employees on their date of hire and sharing in depth benefit information. This helps employees build a relationship with Human Resources from day 1, and they are better informed of the resources available to them at LSCS.</td>
</tr>
</tbody>
</table>

5.1.2 Retain talented employees while strengthening efficiencies in operations.

| (1) Identify areas that need improvement by collecting feedback from employees on what they need. | Utilize the HR database to backtrack employees who have been with LSCS for two or more years, and divide this number by the total number of LSCS employees. | 90% of the employees will be retained for at least 2 years. |
| (2) Provide employees with the knowledge and skills needed to efficiently function in their positions. | (1) Identified areas that need improvement by collecting feedback from employees on what they need. | 88% of the employees were retained within LSCS for two or more years. Target was close to being met. |
| | (2) Conducted 20 workshops according to the feedback with 200 attendees. Will continue to provide more workshops. | Factors contributing to the result include the following: The HR Department had provided a series of workshops to address the needs of employees. However, to increase the retention rate, we need to provide a more competitive salary. |

5.4.1 Ensure employees are knowledgeable about public information regarding pay grades and compensation.

| 1. Present/Educate during orientation; | HR will electronically survey all employees hired since February 2012. Collect data and calculate the % indicating "Agree" and "Strongly Agree" with the statement about awareness of the pay grades and compensation. | 90% of the employees surveyed will show awareness of public information regarding pay grades and compensation. |
| 2. Post compensation pay scale on Lonestar/Employment Webpage | 1. Embedded pay grades and compensation information in orientation; | 91% of the employees surveyed indicated that they were aware of the pay grades and compensation. Target met. |
| | 2. Posted compensation pay scale on Lonestar/Employment Webpage (2,200 hits) | The high awareness rate was probably due to our personable orientation and the availability of HR representatives at each campus. |
| | Will increase the number of hits by referring faculty and staff to the webpage via email and flyers. | Continue to include Campus Human Resources when extending an employment offer to a potential candidate. This allows the candidate to learn about the total compensation package available at LSCS. |

(1) Continue to conduct orientation programs and ensure most up to date information is being passed along to employees. (2) Conduct surveys of new hires immediately after orientation to gain their feedback.
**Mission:** The Office of the Vice President for Instruction serves students by providing undergraduate education learning opportunities and workforce training opportunities. Through our student-centered educational and workforce training programs, we increase students’ knowledge in a variety of disciplines, strengthen their critical thinking and writing skills, and prepare them to be good citizens, skilled and knowledgeable employees, and academically prepared students ready to continue higher level of study. Furthermore, we provide services to the local government, businesses, and educational institutions to advance local economic development.

<table>
<thead>
<tr>
<th>Unit - Level Objective</th>
<th>Action Steps</th>
<th>Methods of Assessment</th>
<th>Achievement Targets</th>
<th>Progress</th>
<th>Final Results</th>
<th>Interpretation of Results</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Must be SMART: Specific, Measurable, Attainable, Realistic, and Timely)</td>
<td>(Strategies or tasks that help you reach your objectives)</td>
<td>(Must address who will collect what data and how to analyze the data)</td>
<td>(Desired result: such as % increase over the benchmark data, or expected success rate, or targeted output, etc.)</td>
<td>(Report on activities implemented in the mid-year)</td>
<td>(Actual result: present the data and conclude if the target was met)</td>
<td>(What factors contributed to the results?)</td>
<td>(Suggestions for change and improvement)</td>
</tr>
<tr>
<td>Implement the Service Learning program</td>
<td>(1) Promote the Service Learning Program to different academic departments</td>
<td>Chairs will work with AIR to collect data on the Fall 2012 and Spring 2013 course completion rates and compare the results of Service Learning courses with their similar non-Service Learning Courses.</td>
<td>The course completion rate of students in Service Learning courses will be 3% higher than that of students in similar courses with the traditional approach for Fall 2013 and Spring 2014.</td>
<td>(1) Promoted the Service Learning Program to different academic departments (English Department offered 5 sections of SL course)</td>
<td>For Fall 2012, the Service Learning courses in the English Department had a course completion rate of 78%, whereas the non-service learning English courses had a completion rate of 70%. Target was exceeded.</td>
<td>The higher completion rate for Service Learning courses showed that connecting learning to real life situations had contributed to students being motivated to complete the course because they felt learning was made meaningful to them. Besides, the Service Learning projects require students to think critically and apply integrated skills, which may be intellectually stimulating to students.</td>
<td>Share best practices of service learning and expand the SL program to more disciplines.</td>
</tr>
<tr>
<td></td>
<td>(2) Assist faculty to develop service learning curriculum</td>
<td>(2) Assisted 20 faculty to develop service learning curriculum (English and History Department completed the curriculum design)</td>
<td></td>
<td>(3) Developed student learning outcomes and success outcomes for the Service Learning courses. Will assess the SLOs and measure success outcomes for Fall 2013.</td>
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<tr>
<td></td>
<td>(3) Assess student learning outcomes and success outcomes for the Service Learning courses</td>
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</tr>
<tr>
<td>Increase gateway course success rate</td>
<td>The Chairs of the Gateway courses will work with AIR to collect data and calculate the results by comparing course success rates for gateway courses between Fall 2011 and Fall 2012, and between Spring 2012 and Spring 2013.</td>
<td>The course success rates for gateway courses will increase by 5% from Fall 2011 to Fall 2012 and from Spring 2012 to Spring 2013.</td>
<td>The lower success rate for Spring semesters may be caused by a number of factors, including the possible interruption of the Spring Break and longer span of the semester.</td>
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<td>(1) Conduct study skills workshops for gateway course students; (2) Offer in-class tutoring; (3) Implement classroom assessment strategies to gauge students’ immediate learning and provide timely intervention in areas where students find difficult.</td>
<td>(1) Conducted 23 study skills workshops for gateway course students; (2) Offered in-class tutoring for 80% of the gateway courses; (3) 70% of the faculty reported that they implemented classroom assessment strategies. Will encourage more faculty to use classroom assessment strategies.</td>
<td>Comparing Fall to Fall semesters, the overall gateway courses’ success rate stayed the same--67% for Fall 2011 and Fall 2012. Comparing Spring to Spring semesters, the overall gateway courses’ success rate showed 1% decrease from one semester to the next -- 65% for Spring 2012 and 64% for Spring 2013. Target was not met.</td>
<td>The Departments that offer gateway courses will 1) provide review lessons right after the breaks to improve course success rate and 2) strengthen retention efforts by working with the Student Success Specialists to promote course persistence rate. 3) Research also needs to be conducted to find out what causes the lower success rates in Spring semesters.</td>
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<th>Increase FTIC students’ Fall to Fall persistence rate</th>
<th>The VPI will work with AIR to collect Fall to Fall Persistence data and compare the % increase.</th>
<th>Fall to Fall persistence rate will increase by 5% from Fall 2011 FTIC cohort to Fall 2012 FTIC cohort.</th>
<th>The increased enrollment probably made it difficult for advisors to reach out to each student. It was also difficult for students to make time to attend the student club activities.</th>
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<td>(1) Work with Student Success Division to offer intrusive advising; (2) Create a student club in each division.</td>
<td>(1) One-to-one advising was offered to 65% of the FTIC students (2) 100% of the divisions created a student club, but the participation in the club activities was low (15%). Will encourage more students to participate in the club activities.</td>
<td>Of all the FTIC students (26,368) enrolled in Fall 2012, 70% of them returned in Fall 2013. This was a 1% decrease from the Fall 2011 cohort. Of 21,666 FTIC students enrolled in Fall 2011, 71% of them returned in Fall 2012. Target was not met.</td>
<td>(1) Prioritize students who need to be reached for assistance and assign advisors to them. (2) Offer student club activities during holidays. (3) Survey students to find out what activities will motivate them to be engaged.</td>
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