ACE Planning and Closing-the-Loop Reporting

Presented
By
The Office of Strategic Planning & Assessment

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# Overview of LSC Assessment

<table>
<thead>
<tr>
<th>Types of Assessment</th>
<th>Student Learning Outcome (SLO) at course level</th>
<th>Program Learning Outcome (PLO) at program level</th>
<th>Operational Effectiveness (UEP&gt; ACE) at program level and all administrative levels</th>
<th>Program Review at program level</th>
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<tbody>
<tr>
<td>Timing</td>
<td>Each semester</td>
<td>Annually</td>
<td>Annually</td>
<td>Every 4 years</td>
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<tr>
<td>Purposes</td>
<td>To improve student learning</td>
<td>To improve student success and program effectiveness</td>
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Assessment Plan and Report Components

Assessment Plans
- Unit Objectives
- Action Steps
- Methods of Assessment
- Targets of Achievement (Task Owner, Timeline, resources)

Progress Report:
Report on what action steps have been completed

Closing-the Loop Reports
- Results
- Interpretation of Results
- Recommendations
Definition:
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.”

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:

The Office of the Academic Affairs 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.
Worksheet for Developing 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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Integrate the above information and compose a Mission Statement:
Definition:
Vision statement refers to “an organization’s description of its desired future state in terms of performance excellence.”

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:

The Office of Academic Affairs will be nationally recognized for our exemplary teaching practices, innovative learning opportunities, and cutting-edge facilities. We also strive to create a collaborative culture supportive of student success.
**Worksheet for Developing a Vision Statement**

<table>
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<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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Integrate the above information and compose a Vision Statement:
Definition: An objective is a measurable action to be implemented in a short to medium timeframe, designed to support the accomplishment of your goal. An objective should be SMART (Specific, Measurable, Attainable, Realistic, and Timely).

Example I:

Goal: Promote student completion and success

Objective 1 – Increase gateway course completion rate

Objective 2 – Increase Fall to Fall persistence rate

Objective 3 – Increase the 3-year graduation rate
Example II:

**Goal:** Promote a college-going culture

**Objective 1** – Increase the rate of high school graduates going to Lone Star College within one year and two years

**Objective 2** – Increase dual-credit enrollment
Definition: Action steps are strategies, tasks, or events you design to accomplish your objectives.

Example I:

**Objective:** Implement the Service Learning program

**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
Definition: Action steps are strategies, tasks, or events you design to accomplish your objectives.

Example II:

**Objective:** Increase the dual-credit enrollment

**Step 1** -- Collaborate with the high school principals to develop MOUs (Memo of Understanding)

**Step 2** – Provide professional development for the dual-credit teachers, starting Fall 2013
**Definition:** 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. Depending on the nature of your unit objectives, you may use Academic direct or indirect measures or Administrative Measures.

**Academic Measures:**

**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)
Designing Assessment Methods

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**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.
**Definition:** Achievement targets refer to the desired results you expect to see if the action plans are followed, and the objectives are met. Usually, a well-researched, targeted success rates or a % increase over the baseline data are identified.

**Example I:**

**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 II:

Unit Objective: Increase the dual-credit enrollment.

Achievement Target: Increase the dual-credit enrollment by 5% for Fall 2013 as compared to Fall 2012.
Methods of Assessment and Targets Aligned

Methods of Assessment (Types of Data to Collect)
- Course pass rates
- Persistence rates
- Licensure exam pass rates
- Graduation rates
- Transfer Rates
- Job placement rates
- Employer Satisfaction

Targets
- 80% Course pass rates
- 68% Fall to Fall Persistence rates
- 100% Licensure exam pass rates
- 5% Increase in the number of graduates
- 4% Increase in the number of Transfer
- 85% Job placement rates
- 90% Employer Satisfaction rates
Collect and Report on Data Based on the Assessment Methods

Methods of Assessment (Types of Data to Collect)
- Course pass rates
- Persistence rates;
- Licensure exam pass rates
- Graduation rates;
- Transfer Rates;
- Job placement rates;
- Employer Satisfaction

Data Report:
The course pass rate was 75% for English Department Persistence rates; The Fall to Fall persistence rate for the Fall 2014 FTIC cohort was 62% for LSC-UP
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.

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.

Conclusion: 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.
Example I Continued

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.

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.

Interpret data by digging deep into the causes

Recommend actions based on the interpretation
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.

Results: According to the 2012 Satisfaction survey, 91% of faculty and staff members are satisfied with the cleanliness and functionality (58% very satisfied and 33% satisfied).

Conclusion: The 91% satisfaction rate is very high; however, since the target was 95%, the actual satisfaction rate was 4% lower than the target.
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.

Facilities Operations & 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.
1. Carry recommendations forward to next year’s UEP—Use at least two recommendations to form the Unit Objectives for next year;

2. Analyze Scorecard data and other data/information to identify areas for improvement and form more objectives

Dashboard and Scorecard Data Link

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