Annual Cycle of Effectiveness (ACE)

Learning Outcomes for the Academic and Student Services Areas
Purpose of Document

This document is designed to train learning outcomes to the academic and student services areas and act as a guide for the tasks needed to comply with Lone Star College’s accreditor, the Southern Association of Colleges and Schools (SACSCOC).

Note: This document is meant to support a more general presentation about the ACE process – “A Brief Introduction to Lone Star College’s Annual Cycle of Effectiveness (ACE).”

The reader should begin with that introduction found at the Institutional Effectiveness site before beginning this presentation.
Purpose of Document

As a result of reviewing this document’s material, the reader will be able to do the following:

- Write a learning outcome statement
- Use Compliance Assist to document the department’s learning outcomes
- Complete the Academic and Student Services Learning Outcomes Results Worksheet
- Identify where to find resources to support ACE tasks
Academic and Student Services Areas

Often the Academic and Student Service areas have direct contact with students as part of their mission. This contact typically involves teaching or providing training to students.

➢ These Academic and Student Service areas include:
  - Library/Tutoring
  - Disability Services
  - Financial aid
  - Admissions/Outreach
  - Student activities
  - Advising
  - New Student Orientation
Examples of teaching or training performed by these areas include:

➢ Disability Services – teaching students about services, and how to best use them.
➢ Advising – teaching students about programs of study, which classes are needed, and why.
➢ NSO – the entire class is teaching students (policies, deadlines, resources, etc.).

In short, people in these areas are teachers.
Student Services and Learning Outcomes

In your role as teachers, you have probably already worked out the answers to these questions, either formally or informally.

➢ What do the students need to know, value, or be able to do?
➢ How and when should we teach it to them?
➢ How will I know they understand, or get, it?
   ➢ Oftentimes this is an informal estimation – you ask them, and or read their reaction.

This document focuses on the questions of ...
1) What do the students need to know? – Writing a Learning Outcomes Statement
2) How will we know if they get it? – Assessing Learning
What is a Learning Outcome

Student learning outcomes are statements describing what students are expected to know, be able to do, and/or value as a result of receiving the service, training, etc.
Measuring Learning: Direct and Indirect Measures

Two broad categories of learning assessment:

Direct Measures: Evidence is gathered about student learning based on the student’s actual performance or the demonstration of learning itself.

➢ Examples: pre-test post-test, subject matter exam, writing assignment, and performance demonstration (actually doing the task).

Indirect Measures: based on inferences of student knowledge and abilities rather than directly observed evidence.

➢ Examples: student self-reports, surveys, interviews, focus groups.
The ACE Process: Tasks to be Completed

- Your Student Learning Outcomes (SLOs), their respective Achievement Targets, Results and Recommendations need to be documented in Compliance Assist (CA).
- Because SLOs are qualitatively different than traditional service outcomes like service use and satisfaction, SLOs require slightly different material in the ACE Form than traditional student service ACE plans.
ACE Form Elements: Questions to be Answered

- **Unit Objective** – What is the student expected to learn?
- **Action Steps** – What service is being provided to the students?
- **Resources Needed** - What new resources (money, people) do you need to provide your service?
- **Method Of Assessment** – How will you assess learning?
- **Achievement Target** –
  - **Criteria** - What defines successfully meeting SLO for each student?
  - **Expected Outcome** - What is the expected group’s success rate?
- **Results** –
  - How many students in your service population?
  - How many were assessed?
  - How many met the criteria set for successful learning?
- **Interpretation and Recommendations** – How can you promote deeper, and or, greater learning?
Student Learning Outcome Statement / Unit Objective

**Unit Objective** is the desired *learning* effects of a program, service, or an intervention.

**Examples:**

- As a result of participating in the registration portal training, students will be able to use the portal to self-register.
- As a result of meeting with financial aid advisors, students will be able to demonstrate the understanding of the consequences involved in failing or dropping a class while on financial aid.
Student Learning Outcome Statement / Unit Objective

Focus on the observable outcome you expect to see in the student

➢ What type of services do you provide to students?
➢ What are the students expected to know, be able to do, or value as a result of receiving the service, training, etc.?

➢ Finish the statement:
  ➢ As a result of participating in ____________, students will be able to ____________.

The key is that the student can demonstrate that they have learned the material.
**Action Verbs by Levels of Knowing**

There are different categories of knowledge and skills.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>define</td>
<td>explain</td>
<td>solve</td>
<td>analyze</td>
<td>reframe</td>
<td>design</td>
</tr>
<tr>
<td>identify</td>
<td>describe</td>
<td>apply</td>
<td>compare</td>
<td>criticize</td>
<td>compose</td>
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<tr>
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<td>interpret</td>
<td>illustrate</td>
<td>classify</td>
<td>evaluate</td>
<td>create</td>
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<tr>
<td>list</td>
<td>paraphrase</td>
<td>modify</td>
<td>contrast</td>
<td>appraise</td>
<td>plan</td>
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<tr>
<td>name</td>
<td>summarize</td>
<td>use</td>
<td>distinguish</td>
<td>judge</td>
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<td>state</td>
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<td>recognize</td>
<td>distinguish</td>
<td>discover</td>
<td>explain</td>
<td>decide</td>
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<td>extend</td>
<td>experiment</td>
<td>categorize</td>
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<td>write</td>
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<td>locate</td>
<td>associate</td>
<td>show</td>
<td>differentiate</td>
<td>recommend</td>
<td>construct</td>
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<tr>
<td>memorize</td>
<td>contrast</td>
<td>sketch</td>
<td>discriminate</td>
<td>assess</td>
<td>develop</td>
</tr>
</tbody>
</table>

**Knowledge**
- The student will be able to **list** important course registration deadlines

**Apply**
- The student will be able to **use** the online course registration app
Writing Actions Steps

Action Steps are the services/training provided that will serve to teach students the needed knowledge and skills.

Example:

Objective /Learning Outcome – As a results of attending the First Year Experience (FYE) class, students will be able to evaluate their own learning strengths and weaknesses.

Action Steps:
1. Provide learning style survey;
2. Hold group discussions to have students share their learning styles;
3. Have students write self-reflection paper to identify their strengths and weaknesses in learning.
Writing a Method of Assessment Statement

Assessment Methods refer to the way you will assess the learning outcome – e.g., test, essay, etc.

Example:
Objective/Learning Outcome - As a result of attending the First Year Experience class, students will be able to evaluate their own learning strengths and weaknesses.
Method of Assessment:
A 2-page paper is assigned to students asking them to answer the following questions:
- Classify their learning strengths
- Identify evidence that supports this classification
- List learning tools/styles that are most effective for their respective learning strength/style
- A standard rubric will be used to grade the paper
Setting Achievement Targets

Achievement Targets refer to the desired results you expect to see if learning took place. It has two parts for SLOs:

1. **Criteria** - What defines successfully meeting SLO for each student (e.g., 70% on a test)
2. **Target Outcome** - Expected group success rate (e.g., 85% of students will receive a passing grade on the test).

**Example:**

Objective/Learning Outcome - As a result of attending the First Year Experience class, students will be able to evaluate their own learning strengths and weaknesses.

Achievement Target:

85% of students turning in their Learning Strengths paper will receive a grade on the paper of 70% or higher.
Reporting Results

Results refer to the actual learning outcomes that occurred after the services were provided. The results are to be compared to the outcomes expected in the Achievement Target statement.

Example:
Achievement Target:
85% of students turning in their Learning Strengths paper will receive a grade of 70% or higher.

Results:
87% of students received a passing grade on the assignment, thus meeting our target. However, a deeper dive into the data revealed that students did best on the listing of learning tools/styles for the respective learning strength, which required little more than copying the list of tools directly from the book.
Calculating Results as a % of Successful Learning

**Results** The below worksheet can be used as a tool to calculate the percentage of students having met the criteria of successful learning.

**Worksheet to Calculate Percentage of Students demonstrating Successful Learning**

<table>
<thead>
<tr>
<th>Student Learning Outcome Statement</th>
<th>Direct Measure Results (Test or Project or Essay Results)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of students participated in the services provided</td>
<td>Total # of students assessed</td>
</tr>
<tr>
<td>As a result of attending the First Year Experience class, students will be able to evaluate their own learning strengths and weaknesses.</td>
<td>12,000</td>
</tr>
</tbody>
</table>
Interpretation of Results and Recommendations

Interpretation and Recommendations refer to your analysis of the results (what worked and why), and what should be done next time based on your analysis of the results.

Example:

Results:

87% of students received a passing grade on the assignment, thus meeting our target. But, the data also showed that students did best on the listing of learning tools/styles for their learning strength, which required little more than copying the list of tools directly from the book.

Interpretation of Results and Recommendations:

To promote deeper learning of the material, recommendations are made:

1) Require students to argue **why** they chose their particularly learning strength classification in their paper.

2) Require students to exemplify **how** they can use their respective learning tools in their current classes.
Implementing Recommendations

After recommendations for improvement have been made, they must be implemented. The recommendations need to be turned into action for deeper learning to take place.

Example:

**Interpretation of Results and Recommendations:**

To promote deeper learning of the material, recommendations are made:

1) Require students to argue *why* they chose their particularly learning strength classification in their paper.
2) Require students to exemplify *how* they can use their respective learning tools in their current classes.

**Implementation**

Assignments were changed to conform to committee recommendations.
Compliance Assist (CA): Documentation & Guides

Having completed the ACE Guide, you are ready to begin entering information into Compliance Assist (CA).

➢ Each department/area should have 2 or more ACE Forms (two projects each with Objectives, Action Steps, Achievement Targets, Results, etc.)
   ➢ For vice presidents and above, 3 or more are recommended

➢ The link to the CA software is Compliance Assist
  ➢ If you need access to the software, email Priscilla.A.Martin@lonestar.edu

➢ A one-page guide to navigating Compliance Assist is found here - ACE Quick Navigation Guide and on the next slide
  ➢ A Detailed Compliance Assist Guide is in SharePoint

➢ General information about the ACE process and Institutional Effectiveness (IE), overall is found at the IE website
Compliance Assist (CA): Quick Guide

ACE Form Quick Navigation Guide

Accessing Compliance Assist: https://lonestar.campuslabs.com/planning
- Use Google Chrome as the web browser.
- Use your regular Lone Star log in name and password to access the site.

To Add/Edit an ACE Form:
1. From the Home screen, click on the Plan page.
2. Select Institutional Effectiveness from the second drop menu.
3. From the institution tab select Operational Effectiveness.
4. Using the organizational list under Operational Effectiveness, select your: Location, Operational Area, and Department
5. Once on your department screen, you can:
   - Add a Plan Item by clicking the +Plan Item button or;
   - Edit an ACE form by clicking the BLUE ACE Form name link.

Annual ACE Timeline
- The Planning Report is due September 30th.
- The Mid-Year Progress Report is due February 15th.
- The Closing the Loop Report is due September 30th.

Due to copyright laws, we cannot post a detailed CA guide on the internet. However, a more detailed guide can be found in SharePoint Detailed Compliance Assist Guide

For additional support you may contact a member of the Strategic Planning and Assessment Team or visit our website at:
http://www.lonestar.edu/institutional-effectiveness.htm
Mistakes to Avoid when Writing SLO Statements

- The learning outcomes include too many skills in one statement.

- The learning outcomes are not specific enough (e.g., communications skills).

- The statement is not actually a learning outcome (e.g., The student will use the services of XXX office).

- The learning outcome measures satisfaction rather than learning.

- Too many learning outcomes (assess 2-3 per year).

ACE SLO Tips
Keep it Simple

Keep your method of assessment simple. Here are some simple methods that can be used within your service plan:

➢ Use a quiz at the beginning/end of your teaching session. Mentimeter can be used with multiple choice questions to test knowledge (e.g., What does SAP stand for? What are the requirements for SAP?) Use the total counts for your Results section.

➢ After an advising session, question the student on critical knowledge he/she was to have gained during the session. Make sure to follow up with the correct info via email/text. Keep a running tally of percent of current responses.
SPA Team and Services

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Services (email us for appointments)

- ACE Training
- Compliance Assist Training
- Open Labs to support ACE Process
- Team Planning Meetings
- Closing the loop retreat support
LSC-SPA Website Resources and Material

SPA Website

SLO Website

IE Website

External Website Resources and Material

Excellent SLO Handbook Type References
http://susla.susenterprisecms.com/page/writing-student-learning-outcomes

Examples of SLOs
Examples of Student Learning Outcomes for Academic and Student Service
Admissions

- How to register in person
- How to register by telephone
- How to register on the web
- Procedure for going to orientation
- Procedure for assessment testing
- Procedure for obtaining a fee waiver

Advising

- Students will understand the value of the Core Curriculum and display the ability to select courses that satisfy core requirements.
- Students will demonstrate knowledge of degree program requirements and the ability to select courses towards fulfillment of their educational plans.
- Students will demonstrate understanding of academic policies and how these policies impact their educational progress.
- Students will select majors based on their interests, abilities, and career goals.
- Students will understand and navigate the processes that lead to successful transfer, if applicable.

https://ung.edu/academic-advising/learning-outcomes.php
Disability Services

- Students will know that the DSO office exists and what services and accommodations are available.
- Students will know how to register for services.
- Students will be able to access services and accommodations.
- Students will be able to advocate for their own accommodations.

https://www.bc.edu/content/dam/files/offices/dos/pdf/NEASC%20learning%20outcomes%20website%20summary%202.pdf
Financial Aid

- Understand the importance of meeting Satisfactory Academic Progress (SAP) standards to maintain financial aid eligibility.
- Know of various available financial aid programs including on and off-campus resources.
- Demonstrate knowledge and understanding of financial responsibility.
- Know the importance of applying early, submitting forms, and meeting deadlines for successfully applying for financial aid.
- How to apply for and obtain an emergency book loan
- The types of aid available (grants, work study jobs, loans)

https://www.cerritos.edu/financial-aid/Financial-Aid-Student-Learning-Outcomes-SLOs.htm
Library: Information Literacy

Upon completion of information literacy instruction, students should be able to:

- Identify the different types of materials available in the library.
- Search the library catalog, identify a call number, and find a book on the shelf.
- Identify appropriate library databases and perform basic searches in those databases.
- Identify the best resources for their research.
- Investigate differing viewpoints encountered in the literature.
- Determine whether to incorporate or reject viewpoints encountered.
- Define plagiarism.

https://libguides.scf.edu/c.php?g=141128&p=923895
New Student Orientation

- Students will understand the purpose of academic advisement and course selection.
- Students will become familiar with the campus environment.
- Students will feel confident and excited about their decision to attend the college.
- Students and families will be familiar with faculty, staff, and students on campus.
- Families will gain comprehensive information on campus resources available to them and their student(s).
- Student leaders will gain valuable leadership experience at the college level.

Student Activities

- Demonstrate communication skills and the ability to interrelate with others.
- Work cooperatively with others, seeking their involvement and feedback.
- Recognize the contribution diversity brings to their own campus and society by engaging in activities with individuals different from themselves.
- Recognize and understand one’s own values, identity, privilege and culture.
- Discover values of the Auburn Creed.

https://wp.auburn.edu/involve/our-mission/learning-outcomes/