Closing the Loop & Planning for the Future

Presented
By
ORIE Team

Fall 2013
Developing Mission and Vision

Developing Unit Objectives

Developing Action Steps

Developing Expected Outcomes

Designing Assessment Methods

Data Reporting and 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.

Who are we?
Who do we serve?
What services do we provide?
Why? Purpose
What results do we seek?
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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<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:** Expected outcomes refer to the desired results you expect to see if the action plans are followed, and the objectives are met. Usually, an achievement target and the benchmark that you want your data to compare against are identified. Expected outcomes address the question, “How do we know we are successful?”

**Example I:**

**Unit Objective:** Implement the Service Learning Program.

**Expected Outcome:** 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.

**Expected Outcome:** Increase the dual-credit enrollment by 5% for Fall 2013 as compared to Fall 2012.
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. Assessment methods must match your unit’s expected outcomes. Depending on the nature of your expected outcomes, you may use Academic 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)
**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.
Guidelines: Expected outcomes usually contain or imply the type of data needed to measure the objectives. You will just need to

1. identify the measures,
2. specify data collection method,
3. explain how data should be analyzed.

In other words, you will address **who** will collect **what** data and **how** to calculate the results.

**Note:** If you are not measuring student learning outcomes directly, the types of data you use are usually academic indirect measures or administrative measures.
Example I:

**Unit Objective:** Implement the Service Learning Program.

**Expected Outcome:** 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.

**Method of Assessment:** Chairs will work with ORIE to collect data on the Fall 2013 and Spring 2014 course completion rates and compare the results by pairing Service Learning courses with their similar non-Service Learning Courses.
Example II:

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

**Expected Outcome:** Increase the dual-credit enrollment by 5% for 2013-2014 as compared to 2012-2013.

**Method of Assessment:** The Deans will work with ORIE to collect dual-credit enrollment number for 2013-2014 and 2012-2013 at the end of Spring 2014 for each academic division. The number for these two academic years will be compared to gauge the % of increase.
Expected Outcome:
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.
**Expected Outcome:** 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 KPI data and other data/information to identify areas for improvement and form more objectives

Refer to ORIE Tools
SharePoint Site:
- KPI Reports
- UEP Reports
IE Website
Due date reminder:
Both the Unit Effectiveness Report for 2012-13 and the new UEP for 2013-14 are due on September 1, 2013 (Extension of deadlines is granted for areas with special circumstances);

Supervisor Approval of your UEP: Please have your supervisor review and approve your report and plan prior to September 1 as well;

More assistance is readily available. Please contact the following personnel to arrange the campus visits or phone/email assistance:

Jinhao Wang:  813-6255  Jinhao.Wang@Lonestar.edu
Priscilla Martin: 813-6749  Priscilla.a.Martin@Lonestar.edu