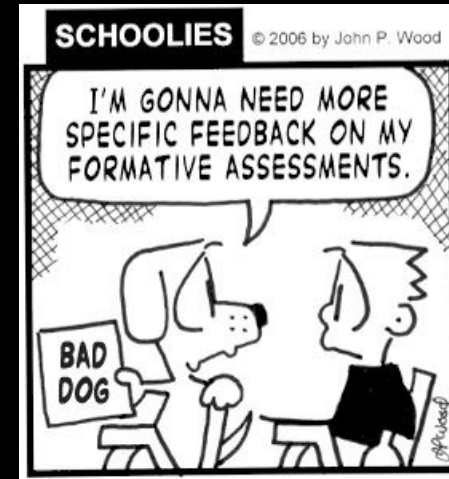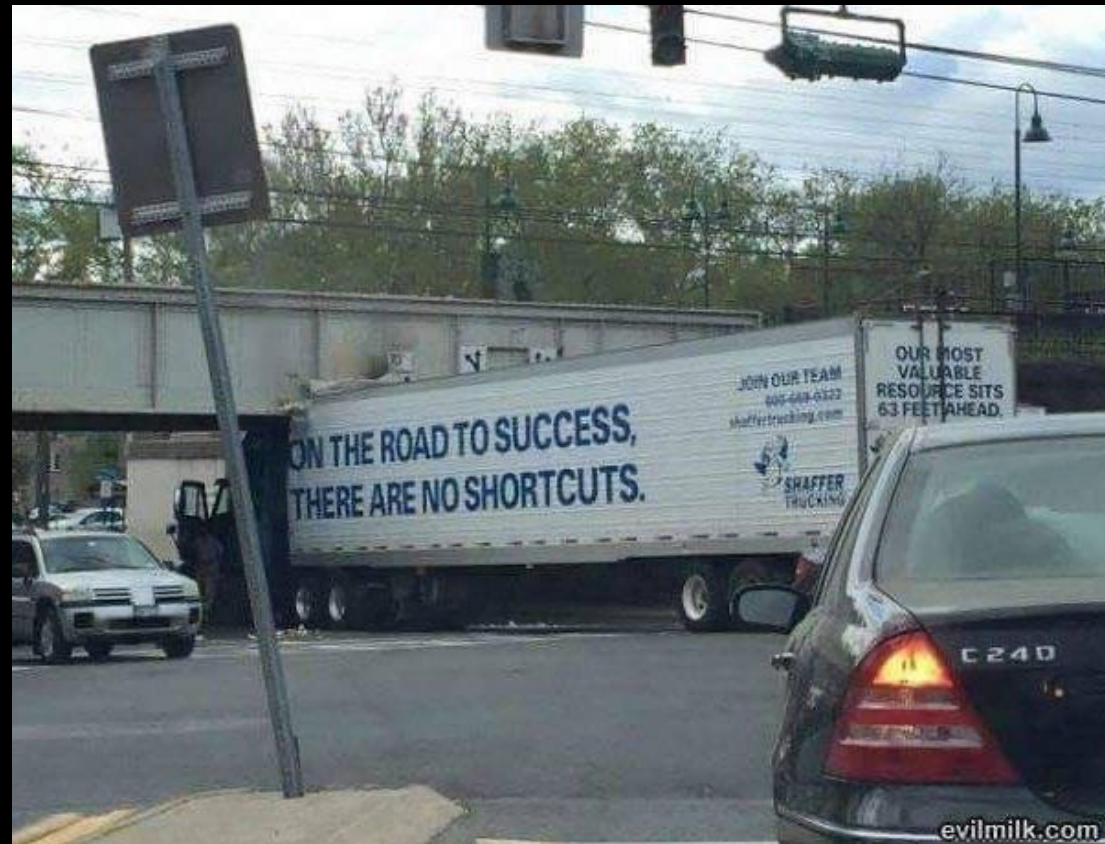# ULPS, ACE/SLOS, AND PROGRAM REVIEW…

Tackling and Making Sense of the Assessment Process as a Pathway to Student Success

IT IS ALL ABOUT OUR STUDENTS

NO SHORT CUTS— "FAILING TO PLAN, IS PLANNING TO FAIL"

MCC USES ASSESSMENT DATA FROM ULPS, ACE/SLOS, & PROGRAM REVIEW

1. To document how Strategic Plan's vision becomes a reality;
2. To provide justification for budget allocations;
3. To document and build on achievements that support student success;
4. To identify and develop strategies for areas needing improvement;
5. To define and align with best practice;
6. To meet standards set for higher education by the Texas Higher Education Coordinating Board;
7. To meet standards for accreditation set by SACSCOC and for specific workforce programs; and
8. To provide transparency to our community as to our commitment in providing outstanding value for the dollars spent.

WHERE'D ALL MY DATA GO?
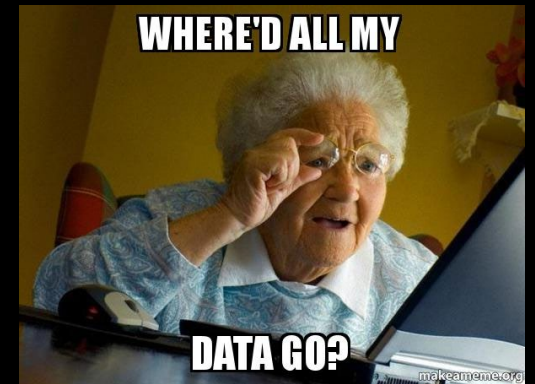
FOUNDATION: MCC'S STRATEGIC PLAN

Mission Statement

Our mission is to educate our students — improving their lives and enriching our community.

Four Strategic Objectives

1. Help all our students succeed at the highest level possible
2. Take Care of our People
3. Impact the community
4. Develop the resources to fund success

FOUNDATION: MCC'S STRATEGIC PLAN

Core Values

People Matter—We will be honest, humble, respectful, and gracious to our students and to each other. We best serve our students, colleagues, and community when we work as a team.

Inclusiveness matters—We will seek to appreciate and understand our students and each other, actively seeking different viewpoints. We will work to create a civil, welcoming environment where our diverse community of students and employees learn, teach, and work together.

Integrity matters—We will work with the highest level of integrity, taking responsibility for all of our actions. We will tell the truth and seek to be fair in our decision-making and actions.

Communication Matters—We will be open, collegial, and courageous in our communications with students and with our colleagues. We will listen before we speak. We will communicate decisions and the reasons for them.

Excellence Matters—We will strive for excellence in all that we do. We will actively plan for the future, seeking new and innovative ways to accomplish our mission.

THE ULP AND ITS PARTS
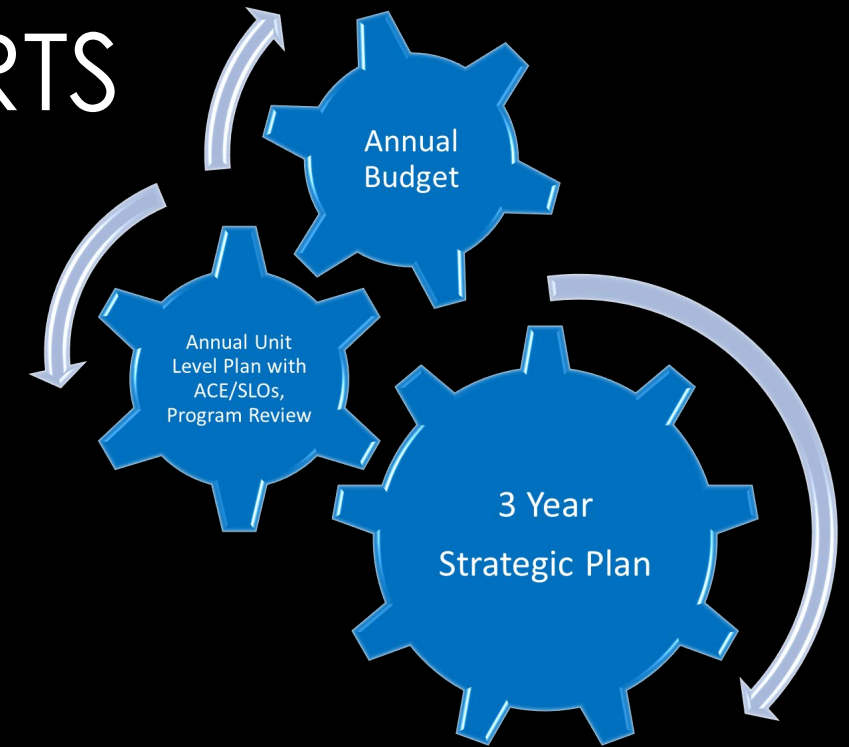
- ULP
  - Mission Statement
    - Goals (connected up to MCC's Strategic Plan
      - Strategies (Measures & Results)

  - Annual ACE/SLO Report (from prior academic year just completed, with results used to shape improve ULP by addressing specific areas for improvement)

  - Program Review (from prior academic year just completed, with results used to shape improve ULP by addressing specific areas for improvement)

Annual Budget

Annual Unit Level Plan with ACE/SLOs, Program Review

3 Year Strategic Plan

ULP

Parts of your annual Unit Level Plan

1. Mission Statement
2. Goals
3. Strategies
   a) Measures
   b) Results—including plans for next year's plan based on results

   Note well: No healthy/functioning plan that is truly used for improvement will ever look the same from one year to the next.

KEY TO ULPS: <u>**K**</u><u>**I**</u><u>**S**</u>—<u>**K**</u>EEP <u>**I**</u>T <u>**S**</u>IMPLE

Different departments have different needs, which may require a different number of Goals and Strategies. WE UNDERSTAND THAT!

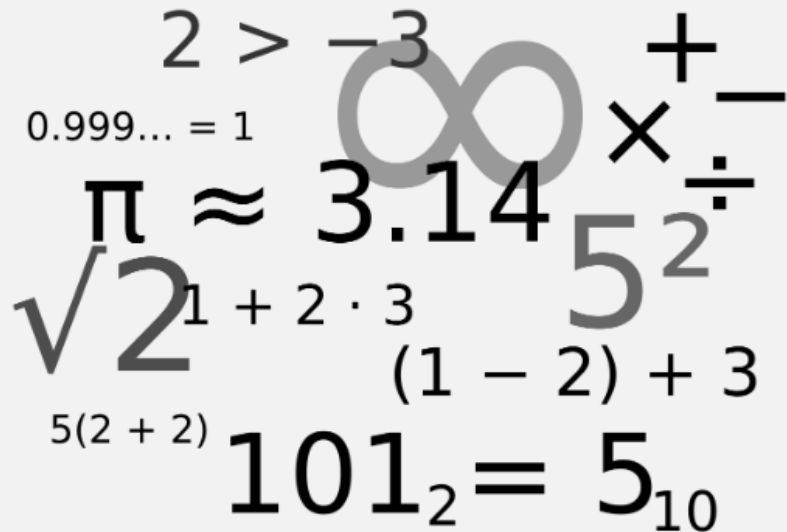Still, there are some basic guidelines that can help **FOCUS your plan** and your work for the year.

I LOVE SIMPLICITY

SIMPLIFY WITH NUMBERS

How many Goals and Strategies should I include in my plan?

$2 > -3$

$0.999... = 1$

∞

$\pi \approx 3.14$

$\sqrt{2}$

$1 + 2 \cdot 3$

$5(2 + 2)$

$+$

$-$

$\times$

$\div$

5^2

$(1 - 2) + 3$

$101_2 = 5_{10}$

There is no exact science or mathematical formula to answer this question. Your needs may differ from another department's needs. A good, **general guideline**, however, is:

- 3-5 Goals per year
- 2-3 Strategies per Goal

SIMPLIFY MY GOALS

Ask Yourself: What short-term steps can I take this year to help me reach my long-term objectives?

Think…

S Specific
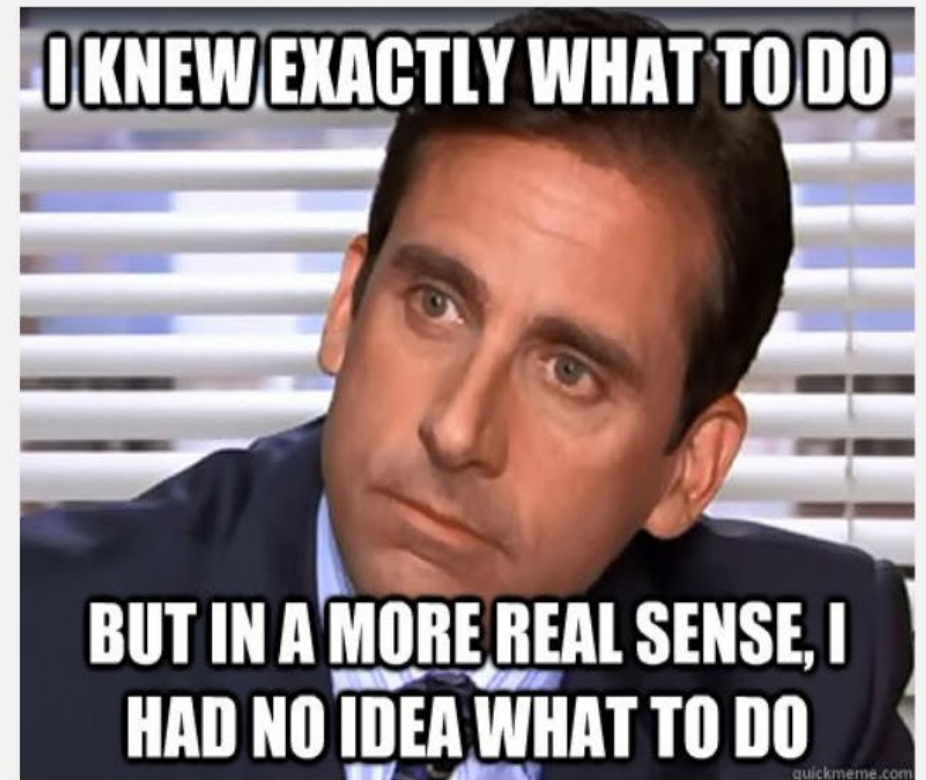
M Measurable

A Attainable

R Relevant

T Time Based

END OF YEAR RESULTS

Ask Yourself:
- Were we successful?
  - If "yes," then *how?*
  - If "no," then *why not?* (e.g. Was this a reasonable Strategy/Goal? Did something hinder us from completing this action?)
- What data do I have that supports my response?
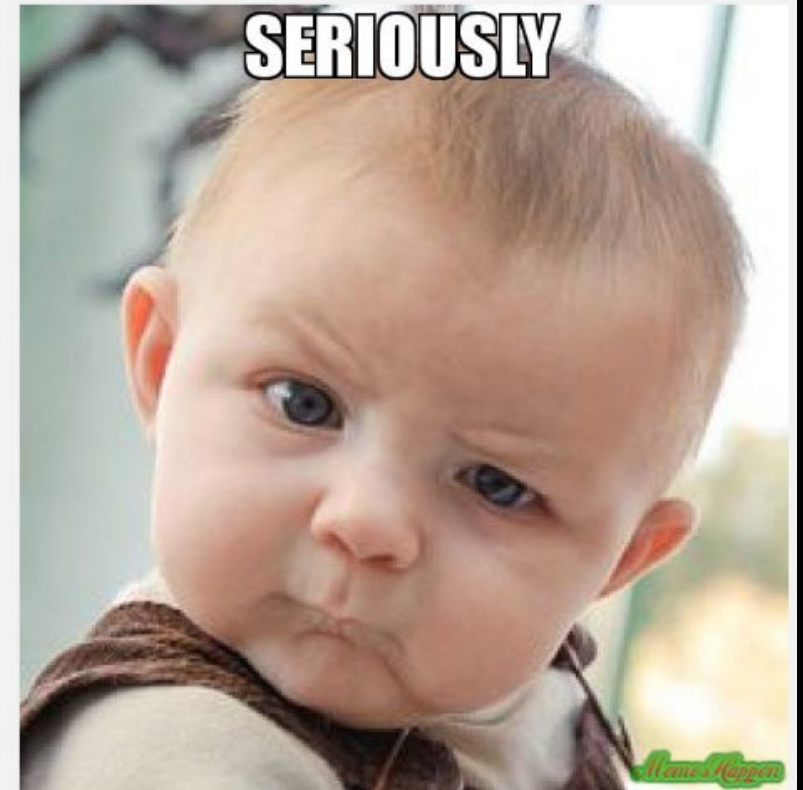- How can I use this to improve next year?

SHOW & TELL:

attach documentation!

YOU - AFTER DELIVERING A

SHOW & TELL PRESENTATION

RESULTS: POOR EXAMPLES

- "Completed."
- "Ongoing."
- "Goal met."
- "Did that."
- "Yep."
- "Mmhmm."

SERIOUSLY

DOES IT FIT?

Ask Yourself: How does my plan tie into MCC's Strategic Plan?
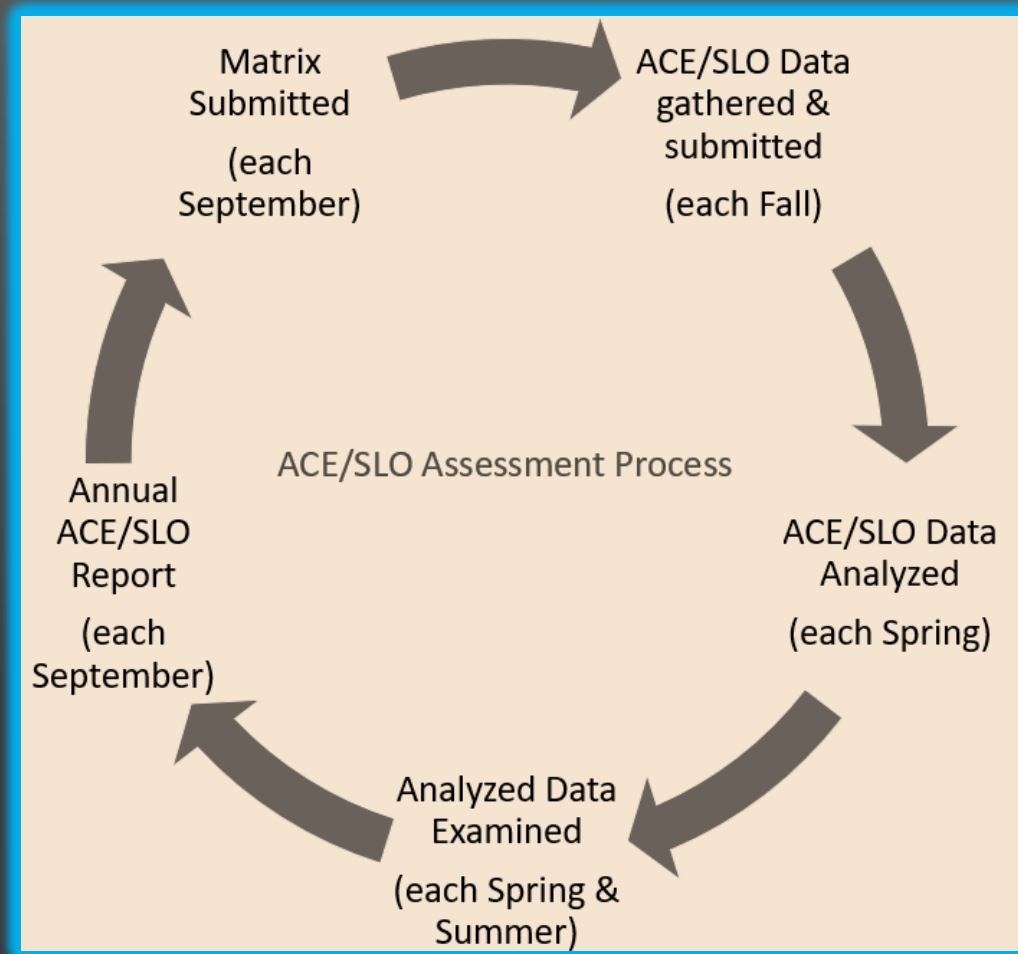
Remember our **MISSION**:

Our mission is to educate our students – improving their lives and enriching our community.

Remember our **CORE VALUES**:

- **People** matter
- **Inclusiveness** matters
- **Integrity** matters
- **Communication** matters
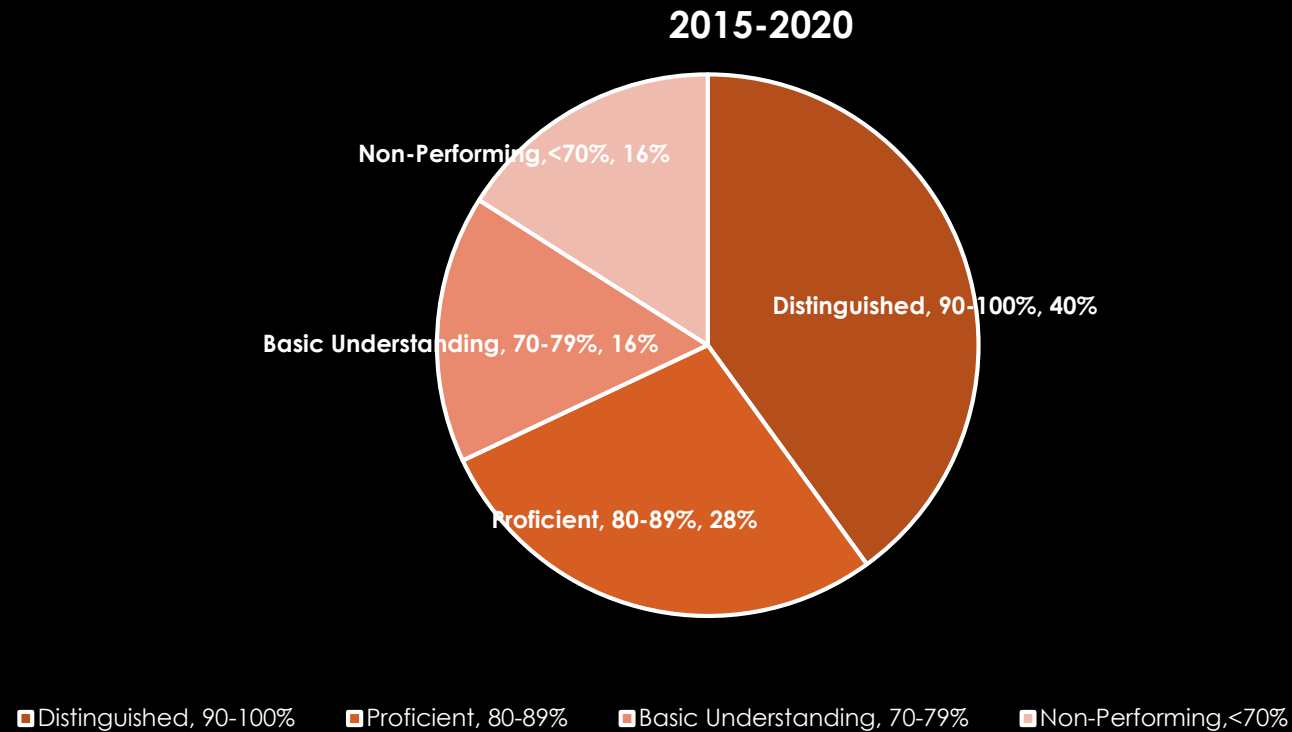- **Excellence** matters

ACE/SLO PROCESS

ANNUAL ACE/SLO REPORT

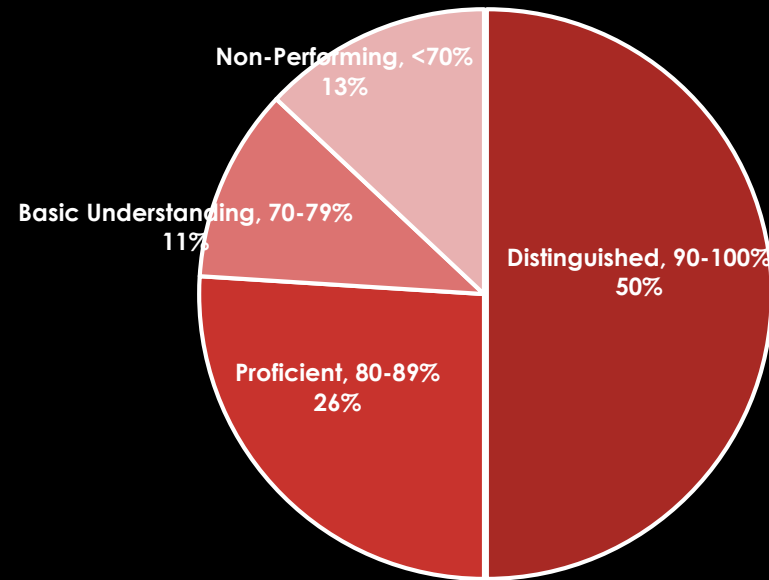1. Best Practices & External Trends in your program department
2. Analysis of ACE/SLO Data
3. Next Steps
4. Resources Needed for Next Steps

ACE/SLO RESULTS FALL 2015-FALL 2020 GEN ED

2015-2020

Distinguished, 90-100%, 40%

Proficient, 80-89%, 28%

Basic Understanding, 70-79%, 16%

Non-Performing,<70%, 16%

■ Distinguished, 90-100%   ■ Proficient, 80-89%   ■ Basic Understanding, 70-79%   ■ Non-Performing,<70%

TEN YEAR CORE CURRICULUM REPORT TO THE THECB, GEN ED

What is Measured & Where is it Measured?

Critical Thinking (CT)—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Includes all **13** General Education areas (Communication Studies; English; Spanish; Government; History; Math; Philosophy; Psychology; Science; Sociology; Theater; Transfer Music; and Visual Arts).

Communication Skills (COM)—to include effective written, oral, and visual communication. Includes all **13** General Education areas (Communication Studies; English; Spanish; Government; History; Math; Philosophy; Psychology; Science; Sociology; Theater; Transfer Music; and Visual Arts).

Empirical & Quantitative Skills (EQS)—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. Includes **4** General Education areas (Math; Psychology; Science; and Sociology).
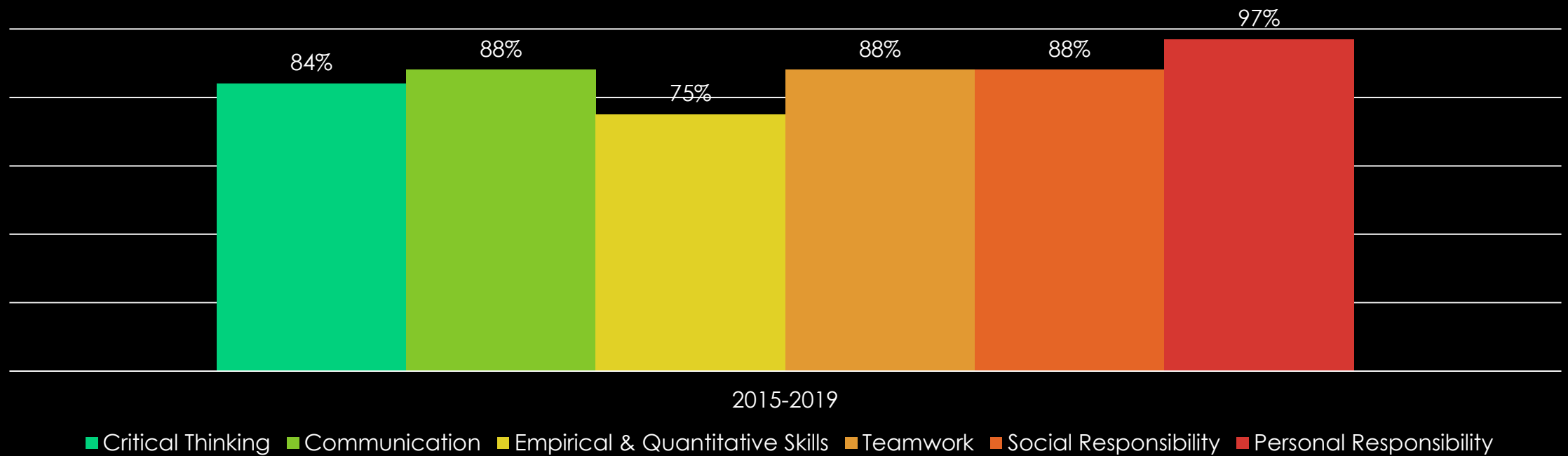
Teamwork (TW)—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Includes **5** General Education areas (Communication Studies; Science; Theater; Transfer Music; and Visual Arts).

Social Responsibility (SR)—to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Includes **10** General Education areas: English; Spanish; Government; History; Philosophy; Psychology; Sociology; Theater; Transfer Music; and Visual Arts).

Personal Responsibility (PR)—to include the ability to connect choice, actions, and consequences to ethical decision-making. Includes **7** General Education areas: Communication Studies; English; Spanish; Government; History; Philosophy; and Psychology).

TEN YEAR CORE CURRICULUM REPORT TO THE THECB, GEN ED—RESULTS

Percent of GEN ED Students Mastering Core Curriculum

84% 88% 75% 88% 88% 97%

2015-2019

■ Critical Thinking ■ Communication ■ Empirical & Quantitative Skills ■ Teamwork ■ Social Responsibility ■ Personal Responsibility

PROGRAM REVIEW

- Student Performance
- Course Data
- Next Major/Graduation Data
- Faculty Data
- Cost/Benefit
- Workforce Projections
- Division Chair Comments
- Dean Comments

WHY PROGRAM REVIEWS ARE IMPORTANT

- Reviewing program data on an annual basis highlights in what areas your program is excelling and where changes may need to be made.

- Impacts ULP, which can provide action steps toward improvement

- Most importantly, using this data wisely can improve your program and lead to greater success for your students!

- Not taking this review seriously or simply going through the motions decreases the possibility of making necessary, substantive changes for the sake of the students and may reflect poorly on the success or future of your program.

DATA? WHAT DATA?

- **Student Performance**
  - SLO data
  - Enrollment & Retention
  - Student satisfaction
- **Course Data**
  - Course format
  - Capacity
  - Degree/Certificate deployment
- **Graduation & Transfer**

- **Faculty Data**
  - FT/PT
  - Faculty to Student ratio
  - Qualifications
  - Workloads
  - Retention
- **Cost/Benefit**
  - Profit/Loss
  - Increase/Decrease in costs
  - How to be more cost effective
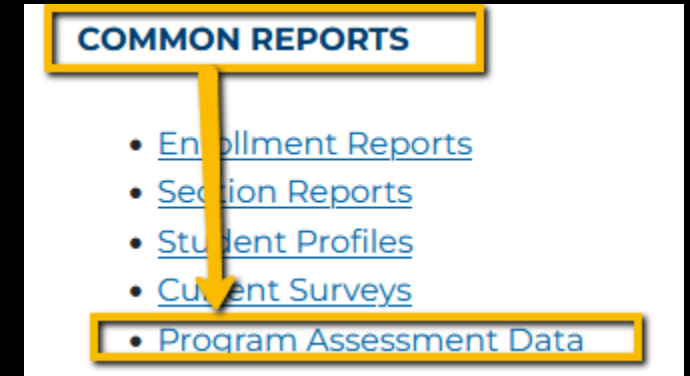
DATA? WHAT DATA?

Gen Ed Only

- **Capacity Projections**
  - Ideal grad rate
  - Wages
  - Growth capacity
  - Pathways, stackable credentials, transfer options

Workforce Only

- **Workforce Market**
  - Marketable skills
  - Job placement
  - Wages
  - Growth capacity
  - Industry growth and advancement
  - Pathways, stackable credentials, and transfer options
  - Industry comments

WHERE'S MY DATA?

- On the Institutional Research & Effectiveness website (mclennan.edu/data)—scroll down to "Common Report" and click on "Program Assessment Data"

- On MCC's SharePoint site under Libraries, ACE/SLO, "2.2 Analyzed Data"
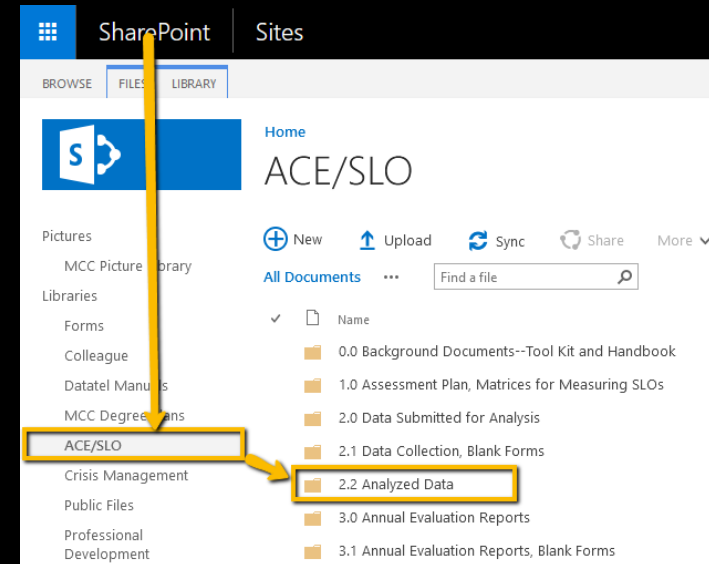
WHAT DOES THIS HAVE TO DO WITH MY ULP?

DATA

PEOPLE CAN MAKE UP STATISTICS TO PROVE ANYTHING!
...14% OF ALL PEOPLE KNOW THAT

STRANGEBEAVER.com

- The Program Review is an overall evaluation of your program.
- It is informed by multiple data points, including the ACE/SLO process.
- It is both reflective of past planning efforts AND should inform current and future ULPs.
- Be detailed and honest in your review. This is intended to improve your program for your students.
- Deficient areas highlighted in the Program Review should be addressed in the Goals and Strategies of your ULP in coming years.

LESSONS LEARNED FROM 10 YEAR SACSCOC REVIEW

Always

- **Follow** the guidelines and procedures adopted by the college as outlined in:
  - Handbooks;
  - Policies; and
  - Forms

SACSCOC Review Committees are looking for

- Your consistent application of the College's guidelines and procedures.
  - **Evidence:** Did you give clear evidence for how your SLOs are mapped to the specific general education courses to which they are assigned (in your Annual Matrix as outlined in the ACE/SLO Process Manual, found in the ACE/SLO Library on MCC's SharePoint site in folder "0.0 Background Documents—Tool Kit and Handbook")?
  - **Continuous Improvement:** In your annual results—ULP, ACE/SLO, Program Review—do you specifically detail, based on quantifiable results, plans for improvement in the upcoming year and incorporate those plans in the upcoming year?
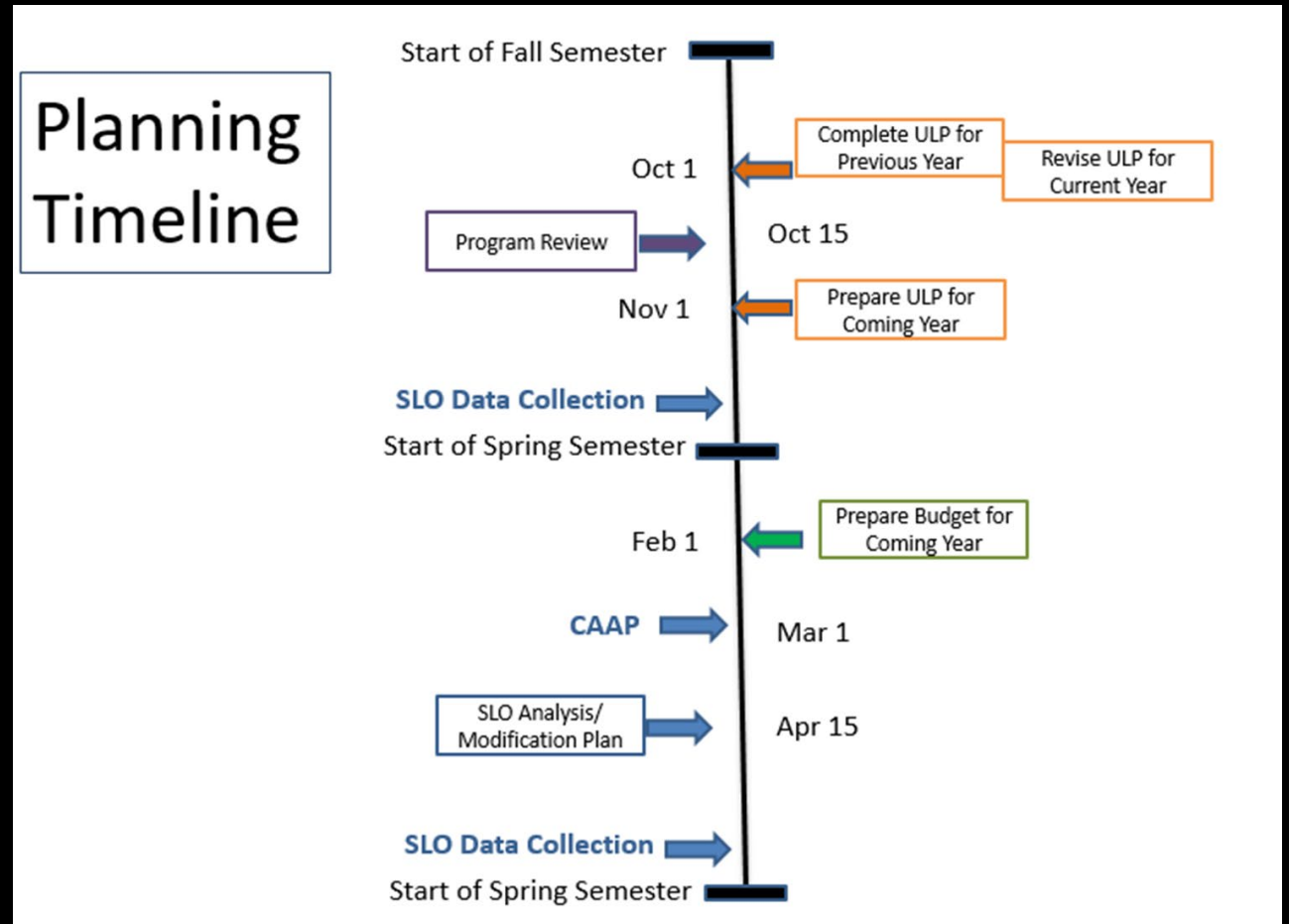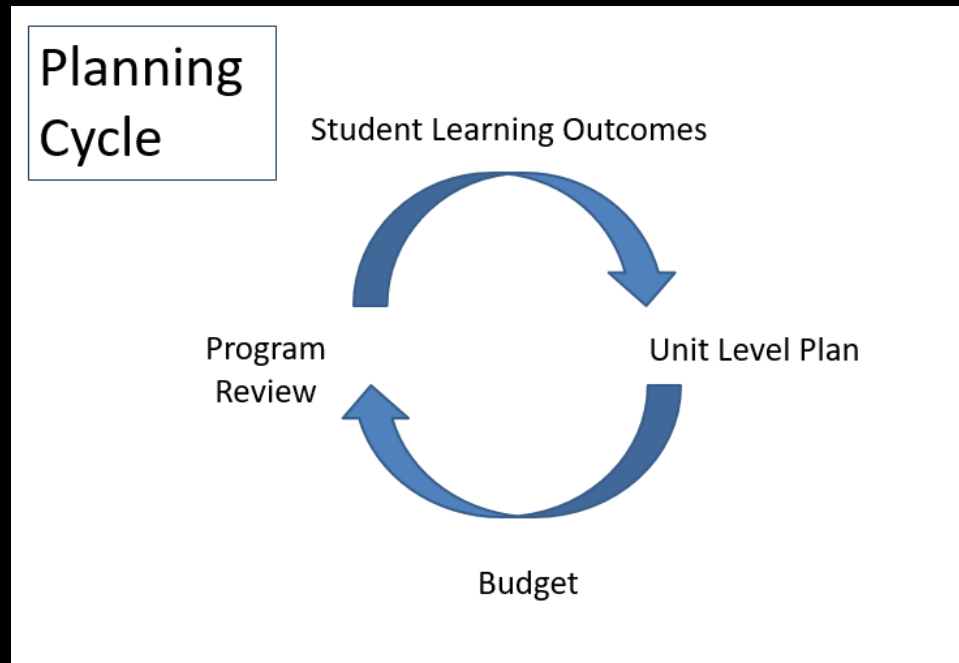
BEST & WORST PRACTICE

Do this

- Use your ULP as the launching point to make the College's Strategic Plan a reality on annual basis.
- Set specific (realistic, but challenging) goals in your ULP Strategies and Fall ACE/SLO Matrix
- Make sure SLOs are mapped to specific identifiable course objectives.
- Use your Program Review as tool to shine the light on achievements and opportunities.
- See your ULP as your home for planning and recording achievements that are confirmed or challenged by your results, as well as, ACE/SLO and Program Review assessments.
- **Use all assessment activities as a tool to strengthen your area and ensure higher levels of student success.**

Do NOT do this

- Look at assessment work as merely a "check box" activity to be completed as quickly and with as little thought or effort as possible.
- See ULP, ACE/SLO, and Program as isolated and unrelated assessment requirements.
- Fail to collaborate with other staff or faculty—go it alone as a "lone ranger."
- Fail to ask for clarification or assistance from the IR/IE Team as you work on your assessment activities— ULPs, ACE/SLO, and Program Review.

CALENDAR OF ASSESSMENT ACTIVITIES

SCHEDULE OF ASSESSMENT ACTIVITIES

Month	Assessment Activity
September	**ULPs** **Check ULP for new academic year** that Goals, Strategies, and Measures are current; and that Goals align with/are linked to MCC's strategic plan.
September	**ACE/SLOs** Submit **Fall Matrix** prior to data collection to IE (Tom Proctor) for posting to ACE/SLO library on MCC's SharePoint site. Complete **Annual ACE/SLO report** for academic year just completed in the drop-down template in current year's ULP.
Late October/Early November	**ULPs** **Current academic year's ULP is rolled over** as the basis on which to create the future year's ULP.
November	**Program Review** Complete **Program Review** for academic year just completed in dropdown template in current year's ULP.
December/January	**ACE/SLOs** Submit **Fall ACE/SLO data** to IE (Tom Proctor) for posting to ACE/SLO library on MCC's SharePoint site.
May-Mid September	**ULPs** Complete entries for all **end-of-year Results** for each Strategy for academic year ending in August.

ASSESSMENT PROCESS OVERVIEW

MCC's Strategic Plan

Unit Level Plan

- ACE/SLO (for year just completed for use in current ULP)
- Program Review (for year just completed for use in current ULP)

ASSESSMENT RESOURCES

Office of Institutional Research & Effectiveness Website

https://www.mclennan.edu/data

- Reports
- Student Success
- Course Evaluations
- Strategic Planning
- Unit Level Planning
- ACE/SLO
- Program Review
- Planning, Budgeting and Review Schedule

MCC's SharePoint Website

https://sharepoint.mclennan.edu

- Library—ACE/SLO

  - 0.0 Background Documents—Tool Kit & Handbook
  - 1.0 Assessment Plan, Matrices for Measuring SLOs
  - 2.0 Data Submitted for Analysis
  - 3.0 Annual Evaluation Reports
  - 3.1 Annual Evaluation Plans, Blank Forms
  - Agendas and Minutes

QUESTIONS?