

SPOL PLANNING & ASSESSMENT

2023-2024

Updated By:
Dr. Liliana Gutierrez
Coordinator of Measurement & Evaluation
Institutional Planning, Research & Effectiveness

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SPOL (STRATEGIC PLANNING ONLINE): LOGIN

Recommended browser: Edge or Explorer (**Chrome is not recommended**)

<https://stphilips.strategicplanningonline.com/>

Logging in:

1. Type the SPOL web address (URL) into the address field of your web browser (Edge recommended) to navigate to **the SPOL**

Logon page

2. From the SPOL Logon page, enter your **Username** and

Password, and then click the **<Logon>** button

3. If your logon fails, you can reset your password by clicking the **"Forgot My Password... CLICK HERE"** link

SPOL web link may be accessed from the IPRE home page [IPRE Website](#) "Quick Links" (Strategic Planning Online).

2 Username
lgutierrez257

3 Password
.....

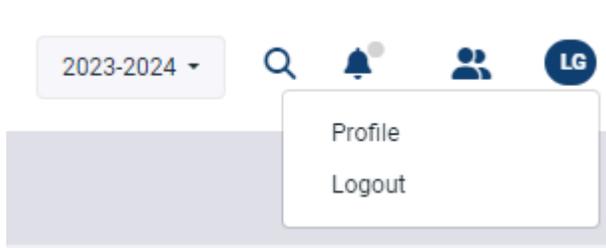
Remember My Login

[Forgot Password](#) [Login](#)

v5.0.2.9

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CHANGING PASSWORD AND USER INFORMATION



Click on your **initials** to the far right on the home page header and select “**Profile**” to access your **User Details**

While the User Detail page is open, you can change your password and update information including:

- First Name and Last Name (required fields)
- Title
- Location
- Username (required field)
- Phone 1, Phone 2, and Fax Numbers
- Email Address (required field)

User Detail ... x

[Profile](#) [Permissions](#)

First Name:
Liliana

Last Name:
Gutierrez

User Code:

Location:

Title:
Coordinator of Measurement and Evaluation

User Name:
lgutierrez257

Password:

Is changed password
 OFF

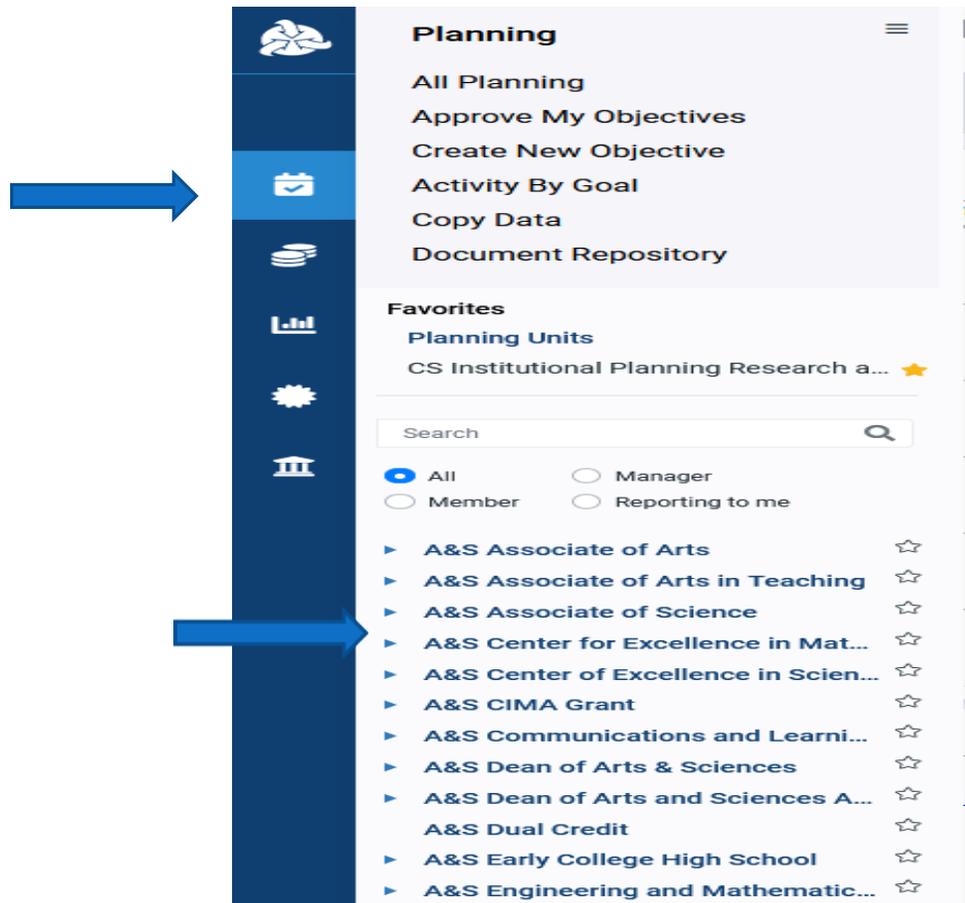
High Contrast
 OFF

Cancel **Save**

Remember to **SAVE!**
No auto save available

4

PLANNING



From the Welcome screen, select the icon:



The Planning Menu displays, and you can select your planning unit with a single click.

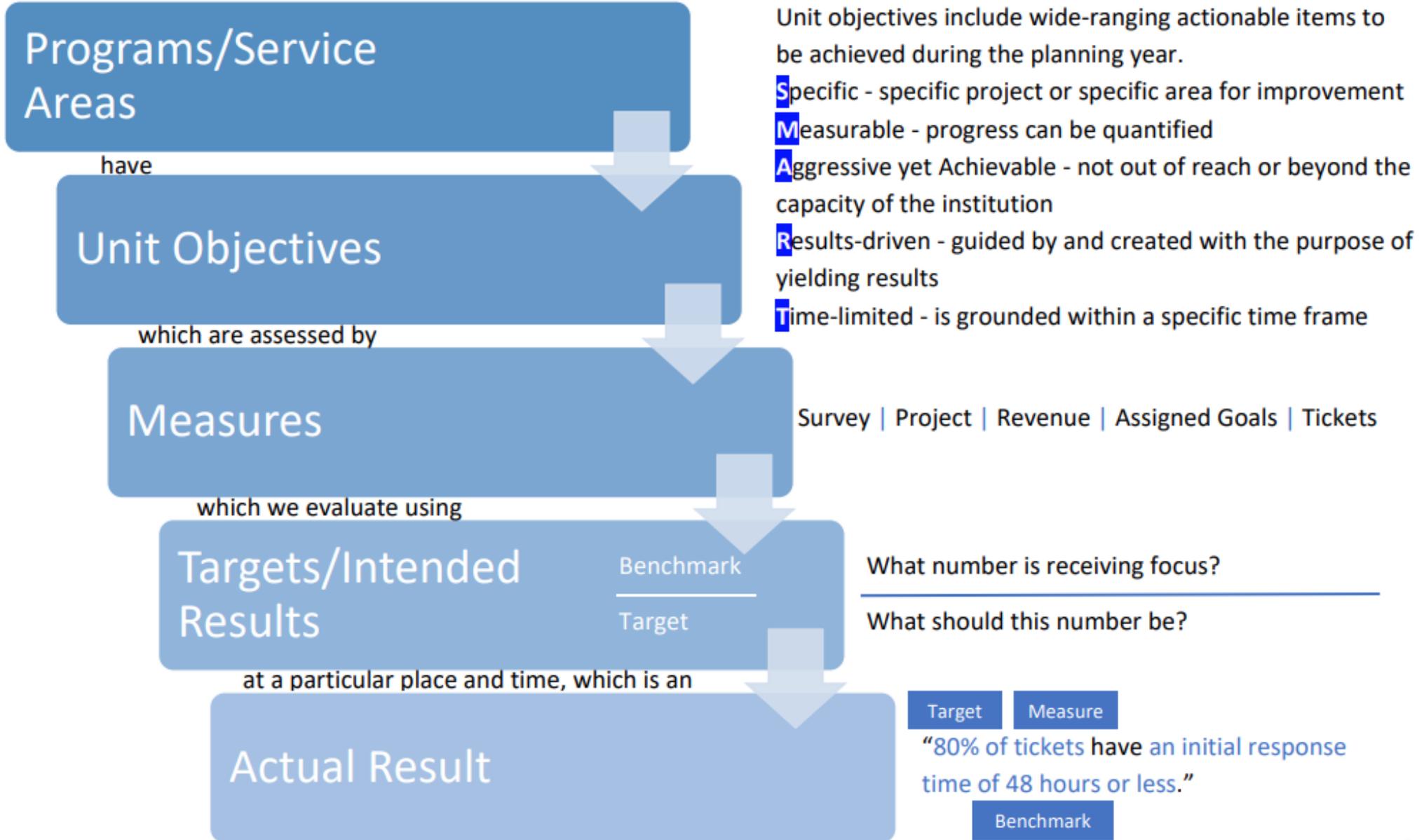
New Feature: Favorites

SPOL PLANNING: COMPLIANCE WITH SACSCOC PRINCIPLES OF ACCREDITATION

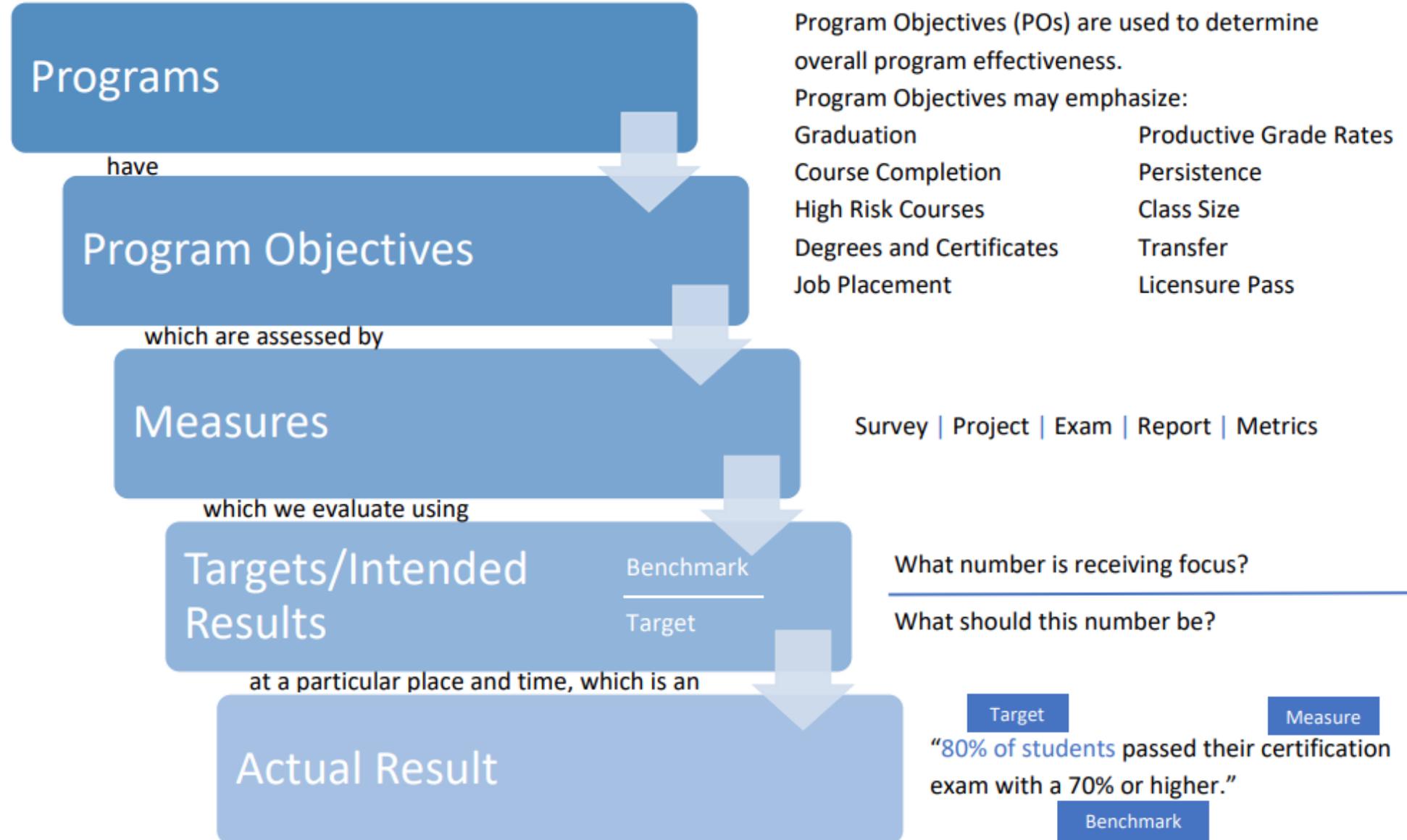
SECTION 7: Institutional Planning and Effectiveness

- 7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (*Institutional planning*) [CR] – [Good to Great & OUAP Cycle](#)
- 7.2 The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement. (Quality Enhancement Plan) – [QEP Tri-directors and Teams](#)
- 7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (Administrative effectiveness) - [SPOL Planning & OUAP Cycle](#)

SPOL Planning – Unit Plans – Unit Objectives



SPOL Planning – Unit Plans – Program Objectives





**PLANNING UNITS
SPOL ENTRIES TO COMPLETE**

PHASE I

TO BE COMPLETED BY SEPTEMBER 30

PLANNING UNIT PURPOSE

Located on the [Planning Unit Details](#) screen under **INFO**, this statement clearly defines planning unit primary functions, those it serves, and aligns with the college mission.

< Planning Unit Details

All Planning > CS Institutional Planning Research and E...

2022-2023 (Current)

INFO ENVIRONMENTAL SCAN AND ASWOT OBJECTIVES ATTACHMENTS (OPTIONAL) HISTORY

820201 - CS Institutional Planning Research and Effectiveness

Unit Manager
Gavin, Diane

Parent Unit
820003 - CS Vice President of College Services

Purpose

- Provide members of the College, District, community, state, and national governing entities with the concise, accurate, meaningful data and information for statistical reference, accountability, evaluation, planning, and policy formation.
- Provide leadership for accreditation requirements and institutional reporting obligations.
- Guide, support, and provide expertise for planning, accreditation, effectiveness, and evaluation processes and activities throughout the College.

Members
Aniol, Hayley
Gutierrez, Liliana

To review, update, or revise the Planning Unit Purpose, simply click anywhere in this field

The editing block opens up in side-by-side view.

Remember to save after revising!

Planning Unit Details

Unit Code:
820201

Unit Title:
CS Institutional Planning Research and Effectiveness

Unit Manager:
Gavin, Diane

Planning Unit Type:
Administrative

Parent Unit:
820003 - CS Vice President of College Services

Purpose:

B I U Paragraph

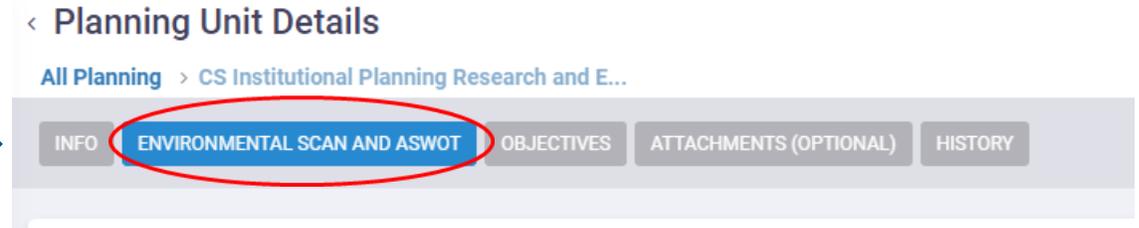
- Provide members of the College, District, community, state, and national governing entities with the concise, accurate, meaningful data and information for statistical reference, accountability, evaluation, planning, and policy formation.
- Provide leadership for accreditation requirements and institutional reporting obligations.

Cancel Save

*To add your planning unit to favorites, select the star icon:



ENVIRONMENTAL SCAN



Located on the [Planning Unit Details](#) screen under **ENVIRONMENTAL SCAN AND ASWOT**, the [Environmental Scan](#) should clearly state internal and external influences and factors that impact the unit and its goals. A comprehensive Environmental Scan will consider social, economic, technological, regulatory, and other factors. Below is a great example...

Environmental Scan

1. Regulatory agency policies and procedures continually change, especially THECB, IPEDS/NCES, Office of Postsecondary Education (OPE), and SACSCOC
2. Data requests from College constituents have increased because of the move to evidence-based, data-supported findings from various regulatory agencies
3. Institutional KPIs and Benchmarks are always under review
4. SPOL activity and SPOL changes to the software have encouraged more usage
5. External surveys (i.e., PACE, RNL, CCSSE, Great Places to Work) require focus to have responses and prevent against survey fatigue
6. District (IRES) and institutional reports are changing
7. Available software and resources require staff training and time to learn various updates and products

ENVIRONMENTAL SCAN



< Planning Unit Details

All Planning > CS Institutional Planning Research and E...

INFO

ENVIRONMENTAL SCAN AND ASWOT

OBJECTIVES

ATTACHMENTS (OPTIONAL)

HISTORY

< Planning Unit Details

All Planning > CS Institutional Planning Research and E...

INFO

ENVIRONMENTAL SCAN AND ASWOT

OBJECTIVES

ATTACHMENTS (OPTIONAL)

HISTORY

2022-2023 (Current)



Environmental Scan And ASWOT

1 - Environmental Scan

Three areas where we see changes in the environment surrounding higher education. (1) **Internal scan:** ACD students' swirl often challenges accurate data analysis at the SPC program level and home college identification. **External scan:** NCES data (October 2022) show enrollment slowing, particularly for underrepresented student groups. (2) **Internal scan:** There is a **continued need to develop a culture of evidence in assessment** at SPC for individual programs. **External scan:** **Easy to use systems and repositories are needed** to ensure a culture of evidence in assessment occurs at SPC. (3) **Internal scan:** **Change is difficult** even when data are indicating change is needed. **External scan:** **Change is required by accreditors and other external offices** connected to SPC.

2 - Achievements

Onboarded a new Coordinator of Measurement and Evaluation. Onboarded the new Administrative Services Assistant. Acquired funding for iRubric upgrade to integrate iRubric and Canvas. Developed a pilot for an Administrative Units Assessment Day to take place in 23-24.

3 - Strengths

All major positions in IPRE are filled. A focus on project management for handling accreditation and SPOL is in place. IPRE team is being certified by Bay Path University in Academic Program Evaluation & Management. Data analysts are certified in KNIME, a data science tool. Data analysts and Dean are being certified in Lean Six Sigma Green belt. Dean of Performance Excellence and IPRE Data Analyst are Baldrige Project Manager certified and seeking Lean Six Sigma Green belt. Certifications to be completed by August 2023.

4 - Weaknesses

Still searching for administrative services assistant to run the office. Could use one more data analyst with project manager background to bridge between IR data and student success data needs, especially during peak periods like graduation and enrollment. Coordinator for Measurement & Evaluation is being certified in Institutional Effectiveness in Spring 2023. IPRE Data Analyst is being certified in Data Science through HarvardX in Spring 2023.

5 - Opportunities

Adding Stata software to align better with IRES analyses. Pursuing Lean Six Sigma black belts for all IPRE team members by August 2023 to ensure project management principles are fully in place for IPRE activities.

6 - Threats

Student interest in IPRE is declining. Faculty are not fully engaged in IPRE activities. Faculty are not fully engaged in IPRE activities.

Environmental Scan and ASWOT

Goal Number:

1

Title (Environmental Scan, Achievements, Strengths, Weaknesses, Opportunities, or Threats) Must complete one entry for each.

Environmental Scan

Planning Year:

2022-2023 (Current)

Goal Description:

B I U [List] [List] [List] [List] [List] [List] [List] [List]

Format

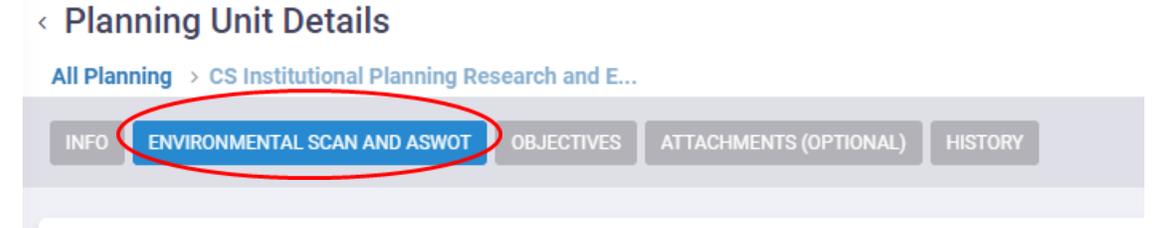
Three areas where we see changes in the environment surrounding higher education. (1) **Internal scan:** ACD students' swirl often challenges accurate data analysis at the SPC program level and home college identification. **External scan:** NCES data (October 2022) show enrollment slowing, particularly for underrepresented student groups. (2) **Internal scan:** There is a **continued need to develop a culture of evidence in assessment** at SPC for individual programs. **External scan:** **Easy to use systems and repositories are needed** to ensure a culture of evidence in assessment occurs at SPC. (3) **Internal scan:** **Change is**

Cancel

Save

To update the Environmental Scan, click on the field to open the editing block; select save after completing revisions. To add a new entry, select the title (e.g., Achievements)

ASWOT ANALYSIS



Also located on the [Planning Unit Details](#) screen under **ENVIRONMENTAL SCAN AND ASWOT, SWOT analysis** (“A” – **Achievements** – added at end of cycle) should identify the unit’s strengths, weaknesses, opportunities, and threats that impact the current planning cycle and may inform current objectives, WIGs, or targets.

Below is a great example...

1. Skilled and adaptable staff well versed in quantitative and qualitative research methods and design
2. Commitment to data integrity
3. Commitment to data, accreditation, and research compliance
4. Timely response to inquiries and data requests

ASWOT ANALYSIS

Also located on the [Planning Unit Details](#) screen under [Goals](#), [SWOT](#) analysis (“A” – [Achievements](#) – added at end of cycle) should identify the unit’s strengths, weaknesses, opportunities, and threats that impact the current planning cycle and may inform current

< Planning Unit Details

All Planning > CS Institutional Planning Research and E...

INFO

ENVIRONMENTAL SCAN AND ASWOT

OBJECTIVES

ATTACHMENTS (OPTIONAL)

HISTORY

< Planning Unit Details

All Planning > CS Institutional Planning Research and E...

2022-2023 (Current)

INFO

ENVIRONMENTAL SCAN AND ASWOT

OBJECTIVES

ATTACHMENTS (OPTIONAL)

HISTORY

Environmental Scan And ASWOT

1 - Environmental Scan

Three areas where we see changes in the environment surrounding higher education. (1) **Internal scan:** ACD students' swirl often challenges accurate data analysis at the SPC program level and home college identification. **External scan:** NCES data (October 2022) show enrollment slowing, particularly for underrepresented student groups. (2) **Internal scan:** There is a **continued need to develop a culture of evidence in assessment** at SPC for individual programs. **External scan:** **Easy to use systems and repositories are needed** to ensure a culture of evidence in assessment occurs at SPC. (3) Internal scan: **Change is difficult** even when data are indicating change is needed. External scan: **Change is required by accreditors and other external offices** connected to SPC.

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Adding Stata software to align better with IRES analyses. Pursuing Lean Six Sigma black belts for all IPRE team members by August 2023 to ensure project management principles are fully in place for IPRE activities.

Environmental Scan and ASWOT

Goal Number:

3

Title (Environmental Scan, Achievements, Strengths, Weaknesses, Opportunities, or Threats) Must complete one entry for each.

Strengths

Planning Year:

2022-2023 (Current)

Goal Description:

B I U

Paragraph

All major positions in IPRE are filled. A focus on project management for handling accreditation and SPOL is in place. IPRE team is being certified by Bay Path University in Academic Program Evaluation & Management. Data analysts are certified in KNIME, a data science tool. Data analysts and Dean are being certified in Lean Six Sigma Green belt. Dean of Performance Excellence and IPRE Data Analyst are Baldrige Project Manager certified and seeking Lean Six Sigma Green belt. Certifications to be completed by August 2023.

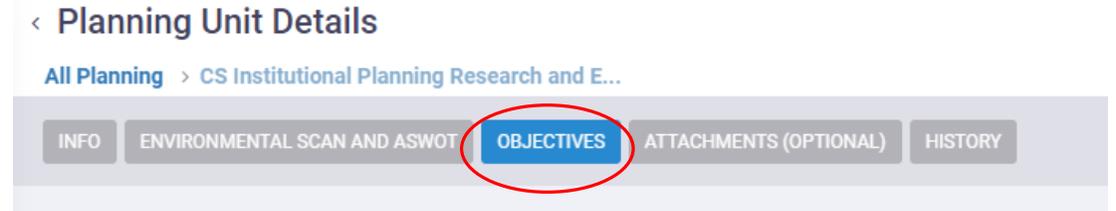
Cancel

Save

To update the ASWOT items, click on the desired entry to open its corresponding editing block.

Achievements may be added throughout the planning cycle and should be completed at the end of the cycle for the August 31 deadline.

UNIT OBJECTIVES



Accessed from the [Planning Unit Details](#) screen, **OBJECTIVES** align to the unit's purpose and should be specific, measurable, results-driven, time-limited, and relevant. Academic units may emphasize program outcomes such as graduation, licensure pass rates, and PGR in their unit objectives. **Unit plans should have 3-5 objectives.**

Below is a great example...

To establish and develop a culture of analytics across SPC as a way to ensure evidence-based practices and explanations by conducting training sessions or cooperative efforts on building evidence-based projects with internal stakeholders.

UNIT OBJECTIVES

Accessed from the [Planning Unit Details](#) screen, **OBJECTIVES** align to the unit's purpose and should be specific, measurable, results-driven, time-limited, and relevant. Academic units may emphasize program outcomes such as graduation, licensure pass rates, and PGR in their unit objectives.

< Planning Unit Details

[All Planning](#) > [CS Institutional Planning Research and E...](#)

INFO

ENVIRONMENTAL SCAN AND ASWOT

OBJECTIVES

ATTACHMENTS (OPTIONAL)

HISTORY

< Planning Unit Details

[All Planning](#) > [CS Institutional Planning Research and E...](#)

INFO

ENVIRONMENTAL SCAN AND ASWOT

OBJECTIVES

ATTACHMENTS (OPTIONAL)

HISTORY

Objectives

- 1095 - DRAFT - 2 Institutional Student Learning Outcomes Assessment
- 1096 - DRAFT - SPOL Planning and Assessment
- 1372 - DRAFT - 90% of Data Requests to IPRE are completed within 10-15 business days
- 1384 - DRAFT - Developing a Culture of Analytics

To open [Objective Details](#), click on the objective title.

Alignment to the SPC strategic plan is clearly indicated through Institutional Goals and Planning Priorities associations.

Objective Detail

Objective Title:

Developing a Culture of Analytics

Planning Unit:

CS Institutional Planning Research and Effectiveness

Planning Year:

2022-2023 (Current)

Multiyear:

Objective Purpose:

Unit Plan Objective

+

Objective Status:

New Objective

+

Description:

B *I* U Paragraph

To establish a culture of analytics across SPC as a way to ensure evidence-based practices and explanations.

Cancel

Save

INSTITUTIONAL GOALS

< Objective Details

1384-DRAFT - Developing a Culture of Ana...

INFO

TASKS (OPTIONAL)

RESULTS

ASSOCIATIONS (OPTIONAL)

ATTACHMENTS (OPTIONAL)

HISTORY

Accessed from the **Objective Details** screen, **INFO** tab, the **Institutional Goals** align to the SPC Strategic Plan. Select all that apply to your objective. The objective must also be tied to a Radical Innovative Process (RIP) **or** Wildly Important Goal (WIG).

< Objective Details

1384-DRAFT - Developing a Culture of Ana...

INFO

TASKS (OPTIONAL)

RESULTS

ASSOCIATIONS (OPTIONAL)

ATTACHMENTS (OPTIONAL)

HISTORY

Planning Unit

820201 - CS Institutional Planning Research and Effectiveness

Unit Manager

Gavin, Diane

Objective Status

New Objective

Objective Purpose

Unit Plan Objective

Planning Year

2022-2023

Description

To establish a culture of analytics across SPC as a way to ensure evidence-based practices and explanations.

Institutional Goals

Strategic Plan 2022-2025

52.a - Wildly Important Goal (WIG)

2.b - Leadership -> Promote current and accurate data-informed innovation, risk-taking and entrepreneurship.

3.a - Performance Excellence -> Deploy to scale performance excellence (Baldrige) approaches to ensure organizational sustainability through use of data work systems.

3.c - Performance Excellence -> Build Research Capacity to establish St. Philip's College as the recognized "Go to Community College in San Antonio.

3.e - Performance Excellence -> Build talent and empower all employees to improve collaboration and teamwork in support of the student success agenda.

3.f - Performance Excellence -> Create a Culture of Assessment where every faculty/staff member understands and implements a routine, data-informed, activities/student outcomes and their alignment with SPC MVV/Strategic Plan.

Planning Priorities

SACSCOC Compliance and Sustainability

Ethical Decision Making (EDM)

To open **Institutional Goals**, click on the objective title.

Alignment to the SPC strategic plan is clearly indicated through Institutional Goals and Planning Priorities associations.

Institutional Goals (Strategic Plan and RIP/WIG Associations)

Select Category

Strategic Plan 2022-2025

Primary	Select	Goal Number	Institutional Goal Title
<input type="radio"/>	<input type="checkbox"/>	1	Student Success
<input type="radio"/>	<input type="checkbox"/>		1.a - Leverage/strengthen resources with special emphasis on High School Program's capability and capacity, targeted engagement with P-12 and industry partners to improve college-readiness and transition from high school to college and workforce.
<input type="radio"/>	<input type="checkbox"/>		1.b - Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).
<input type="radio"/>	<input type="checkbox"/>		1.c - Increase overall student success by closing performance gaps between ethnic/racial, gender, socioeconomic groups, and other special population groups.
<input type="radio"/>	<input type="checkbox"/>		1.d - Establish a Strategic Enrollment Management Plan to improve access to the MyMAP student experience and integrate AlamoENROLL, AlamoADVISE AlamoPROMISE, and other associated strategies along the student academic pathway.

419

Radical Innovation Process (RIP)

52.a

Wildly Important Goal (WIG)

Cancel

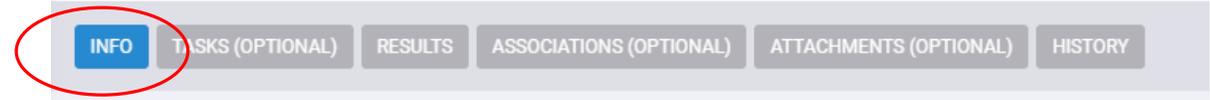
Save

PLANNING PRIORITIES

Accessed from the **Objective Details** screen, **INFO** tab, the **Planning Priorities** associated with the objective must be selected. Select all that apply.

< Objective Details

1384-DRAFT - Developing a Culture of Ana...



< Objective Details

1384-DRAFT - Developing a Culture of Ana...



Planning Unit
820201 - CS Institutional Planning Research and Effectiveness

Unit Manager
Gavin, Diane

Objective Status
New Objective

Objective Purpose
Unit Plan Objective

Planning Year
2022-2023

Description
To establish a culture of analytics across SPC as a way to ensure evidence-based practices and explanations.

Institutional Goals
Strategic Plan 2022-2025

- 52.a - Wildly Important Goal (WIG)
- 2.b - Leadership -> Promote current and accurate data-informed innovation, risk-taking and entrepreneurship.
- 3.a - Performance Excellence -> Deploy to scale performance excellence (Baldrige) approaches to ensure organizational sustainability through work systems.
- 3.c - Performance Excellence -> Build Research Capacity to establish St. Philip's College as the recognized "Go to Community College in San ,
- 3.e - Performance Excellence -> Build talent and empower all employees to improve collaboration and teamwork in support of the student su
- 3.f - Performance Excellence -> Create a Culture of Assessment where every faculty/staff member understands and implements a routine, da activities/student outcomes and their alignment with SPC MVV/Strategic Plan.

Planning Priorities

- SACSCOC Compliance and Sustainability
- Ethical Decision Making (EDM)

To open **Planning Priorities**, click on the objective title.

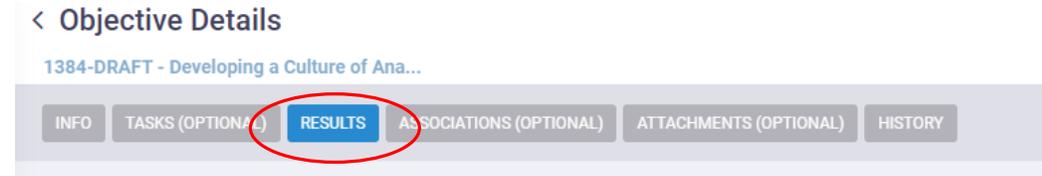
Alignment to the SPC strategic plan is clearly indicated through Institutional Goals and Planning Priorities associations.

Planning Priorities

Primary	<input type="checkbox"/> Sel	Planning Priority Title
<input type="radio"/>	<input type="checkbox"/>	Productive Grade Rate (PGR)
<input type="radio"/>	<input type="checkbox"/>	Persistence FT FTIC Fall-to-Fall
<input type="radio"/>	<input type="checkbox"/>	Graduation Rate FT FTIC 4-year
<input checked="" type="radio"/>	<input checked="" type="checkbox"/>	Ethical Decision Making (EDM)
<input checked="" type="radio"/>	<input checked="" type="checkbox"/>	SACSCOC Compliance and Sustainability

Cancel **Save**

TARGETS (INTENDED RESULTS)



Located on the [Objective Details](#) screen under **RESULTS**, [Targets \(Intended Results\)](#) are specific and align to the related objective. Ideally, targets should include justification and brief explanation that relates to prior year results/findings. (How was the target identified/selected?)

To revise an existing target, click on the entry to open the editing block. To add a new target, hover over the title field "Targets (Intended Results)," and select the blue plus sign.

Below is a great example...

Conduct two training sessions or cooperative efforts on building evidence-based projects with internal stakeholders per quarter.

TARGETS (INTENDED RESULTS)

Located on the [Objective Details](#) screen under **RESULTS**, [Targets \(Intended Results\)](#) are specific and align to the related objective. **Ideally, targets should include justification and brief explanation that relates to prior year results/findings. (How was the target identified/selected?)**

To revise an existing target, click on the entry to open the editing block. To add a new target, hover over the title field “Targets (Intended Results),” and select the blue plus sign.



Objective Details
1384-DRAFT - Developing a Culture of Ana...

INFO TASKS (OPTIONAL) **RESULTS** ASSOCIATIONS (OPTIONAL) ATTACHMENTS (OPTIONAL) HISTORY

Objective Details
1384-DRAFT - Developing a Culture of Ana...

INFO TASKS (OPTIONAL) **RESULTS** ASSOCIATIONS (OPTIONAL) ATTACHMENTS (OPTIONAL)

Targets (Intended Results)

10/25/2022	Two training sessions or cooperative efforts on building evidence-ba
------------	--

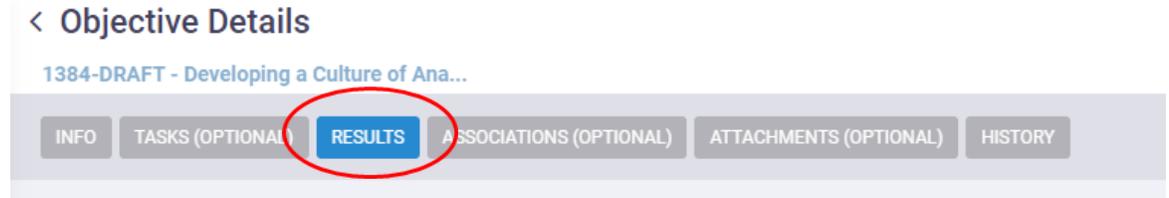
Assessment Measures

10/24/2022	Number of data/survey training sessions or Division Meetings each
------------	---

Status Reports

01/05/2023	Conducted survey for OLRN. In progress with survey data at Library. Korina Jacobi.
04/24/2023	Held 2 meetings with fellow college stakeholders: DSS services for : Satisfaction survey.
08/19/2023	Held data training meeting with college budget officer and reviewed Met with Liz Castillo to build survey for financial literacy during third Consulted Library on follow up spring survey given results from fall :

ASSESSMENT MEASURES



Located from the [Objective Details](#) screen under **RESULTS**, [Assessment Measures](#) define the method, process, or data source used to assess the objective and determine if the target has been met. Measures relate to the objective and explain how the objective is tested, proven, or monitored. Indirect measures may be used to assess unit and program objectives.

Indirect measures include graduation rates, employment rates, certification pass rates, surveys related to satisfaction/service quality, tracking data, benchmark reports.

To revise an existing measure, click on the entry to open the editing block. To add a new measure, hover over the title field "Assessment Measures," and select the blue plus sign.

Below is a great example...

Number of data/survey training sessions or Division Meetings each quarter. Number of coordinated efforts with internal stakeholders.

ASSESSMENT MEASURES

Located from the [Objective Details](#) screen under **RESULTS**, [Assessment Measures](#) define the method, process, or data source used to assess the objective and determine if the target has been met. **Assessment measures relate to the objective and explain how the objective is tested, proven, or monitored.** Indirect measures may be used to assess unit and program objectives.

Indirect measures include graduation rates, employment rates, certification pass rates, surveys related to satisfaction/service quality, tracking data, benchmark reports.

To revise an existing measure, click on the entry to open the editing block. To add a new measure, hover over the title field “Assessment Measures,” and select the blue plus sign.

The screenshot shows the 'Objective Details' interface for '1384-DRAFT - Developing a Culture of Ana...'. The 'RESULTS' tab is highlighted in blue and circled in red. Below the tabs, the 'Assessment Measures' section is visible, containing a table of data.

Targets (Intended Results)	
10/25/2022	Two training sessions or cooperative efforts on building evidence-ba

Assessment Measures	
10/24/2022	Number of data/survey training sessions or Division Meetings each

Status Reports	
01/05/2023	Conducted survey for OLRN. In progress with survey data at Library. Korina Jacobi.
04/24/2023	Held 2 meetings with fellow college stakeholders: DSS services for : Satisfaction survey.
08/19/2023	Held data training meeting with college budget officer and reviewed Met with Liz Castillo to build survey for financial literacy during third Consulted Library on follow up spring survey given results from fall :

COMPLETE 23-24 PLAN (PHASE I) BY SEPTEMBER 30, RECEIVE A PIN!



Send an email by 9/30 to confirm
you have completed all plan
requirements in Phase I:
spc-assessment@alamo.edu



PLANNING UNITS SPOL ENTRIES TO COMPLETE

PHASE II

TO BE COMPLETED BY DECEMBER 31 **AND** APRIL 30

FALL ACTUAL RESULTS DUE DECEMBER 31

SPRING ACTUAL OR PRELIMINARY RESULTS DUE APRIL 30 (MUST ENTER ACTUAL RESULTS BY AUGUST 31)

ACTUAL RESULTS

< Objective Details

1384-DRAFT - Developing a Culture of Ana...

INFO

TASKS (OPTIONAL)

RESULTS

ASSOCIATIONS (OPTIONAL)

ATTACHMENTS (OPTIONAL)

HISTORY

Located on the [Objective Details](#) under **RESULTS**, [Actual Results](#) align to objectives, measures, and targets, provide evidence of improvement, and may include a brief analysis related to trends, improvement, and/or impact.

To revise an existing result, click on the entry to open the editing block. To add a new result, hover over the title field “Actual Results,” and select the blue plus sign. **Enter actual numbers or percentages.**

Below is a great example...

Met objective by conducting 6 consultations on surveys, 1 on a SACSCOC training and 2 training sessions. In addition, held 2 data systems consultations.

ACTUAL RESULTS

Located on the [Objective Details](#) under **RESULTS**, Actual Results align to objectives, measures, and targets, provide evidence of improvement, and may include a brief analysis related to trends, improvement, and/or impact.

To revise an existing result, click on the entry to open the editing block. To add a new result, hover over the title field “Actual Results,” and select the blue plus sign. **Enter actual numbers or percentage met.**

- Please make sure to request any data necessary with IPRE between July 1st to August 1st to ensure ample time to receive your data in time for August 31st submission.

< Objective Details

1384-DRAFT - Developing a Culture of Ana...

INFO

TASKS (OPTIONAL)

RESULTS

ASSOCIATIONS (OPTIONAL)

ATTACHMENTS (OPTIONAL)

HISTORY

< Objective Details

1384-DRAFT - Developing a Culture of Ana...

INFO

TASKS (OPTIONAL)

RESULTS

ASSOCIATIONS (OPTI

Status Reports

01/05/2023	Conducted survey for OLRN. In progress (GSVOTC) in October. Working with Qua
04/24/2023	Held 2 meetings with fellow college sta measurement/metrics assistance, whic
08/19/2023	Held data training meeting with college DSO for summer data summit. Met with Liz Castillo to build survey for Consulted Library on follow up spring si

Actual Results

05/03/2023	Met objective by conducting 6 consulta
------------	--

Analysis/Use of Results

08/23/2023	Target was met. Consultations and train
------------	---

Gap Analysis/Action Plan

08/22/2023	Planning additional trainings and sessic
------------	--





**PLANNING UNITS
SPOL ENTRIES TO COMPLETE**

PHASE III

TO BE COMPLETED BY AUGUST 31

ANALYSIS/USE OF RESULTS

< Objective Details

1384-DRAFT - Developing a Culture of Ana...

INFO

TASKS (OPTIONAL)

RESULTS

ASSOCIATIONS (OPTIONAL)

ATTACHMENTS (OPTIONAL)

HISTORY

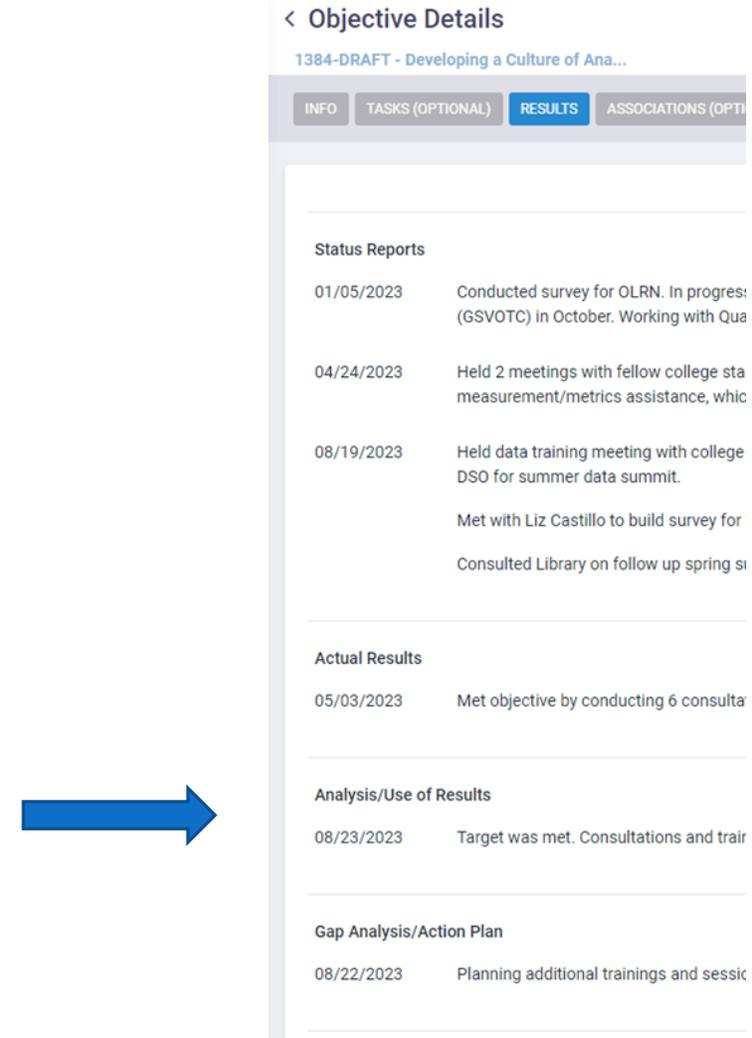
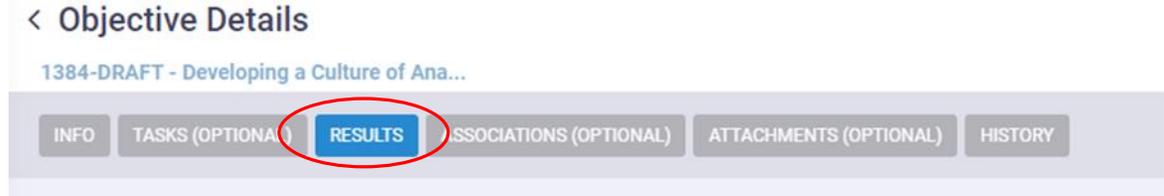
Located on the [Objective Details](#) screen under **RESULTS**, [Use of Results](#) provides a space to analyze the actual results and/or address unmet targets. This field must be complete in order to enter Gap Analysis/Action Plan.

Below is a great example...

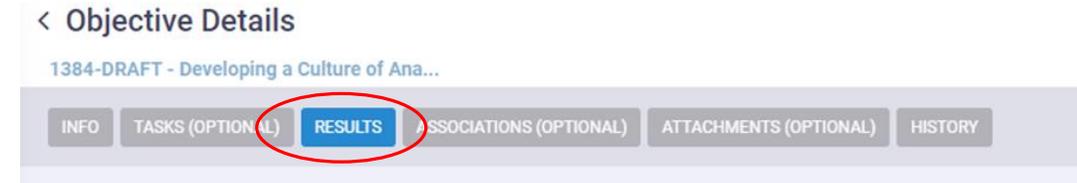
Target was met. Consultations and trainings were very effective in helping to establish a culture of analytics across SPC.

ANALYSIS/USE OF RESULTS

Located on the [Objective Details](#) screen under **RESULTS**, [Use of Results](#) provides a space to **analyze the actual results and/or address unmet targets**. This field must be complete in order to enter Gap Analysis/Action Plan next.



GAP ANALYSIS/ACTION PLAN



Located on the [Objective Details](#) screen under **RESULTS**, [Gap Analysis/Action Plan](#) provides space to address targets and identify potential factors that affected performance throughout the year. Action plans should include specific strategies or steps that will be implemented to improve results, or identify what the unit did well and can continue into the next year.

*Gap Analysis/Action Plan includes a description field and an Action Plan field accessed by selecting [Gap Analysis/Action Plan](#) in the editing block.

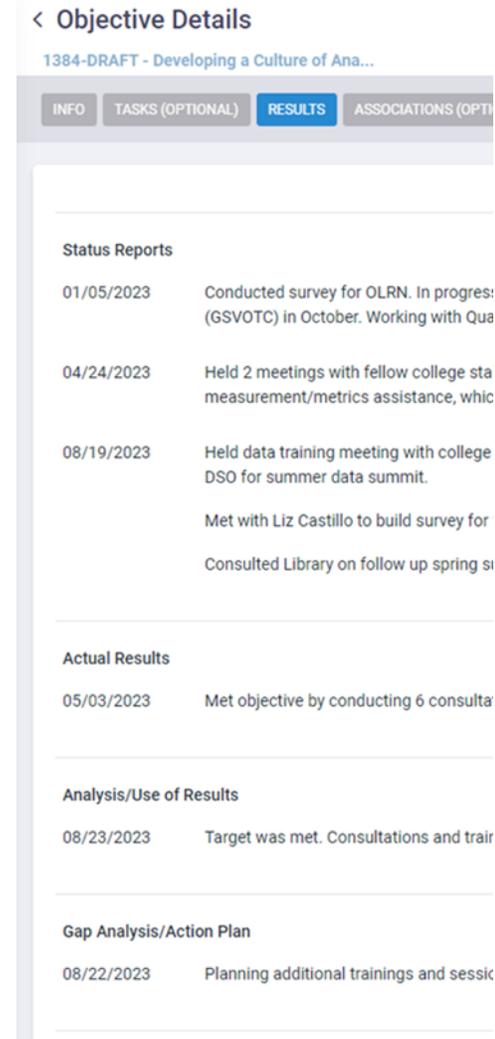
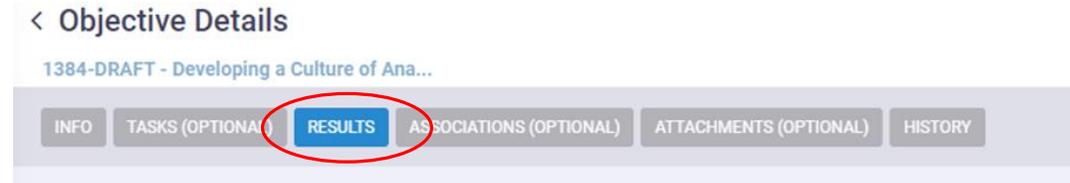
Below is a great example...

Although the trainings were effective in helping to establish a culture of analytics across SPC, we need to gather more information about further trainings needed. An additional action step will be to gather feedback from departments and divisions on what trainings they feel are most useful. We are planning additional trainings and sessions for the coming year. Sessions will be held quarterly to increase collaboration and work on evidence-based projects with faculty and staff.

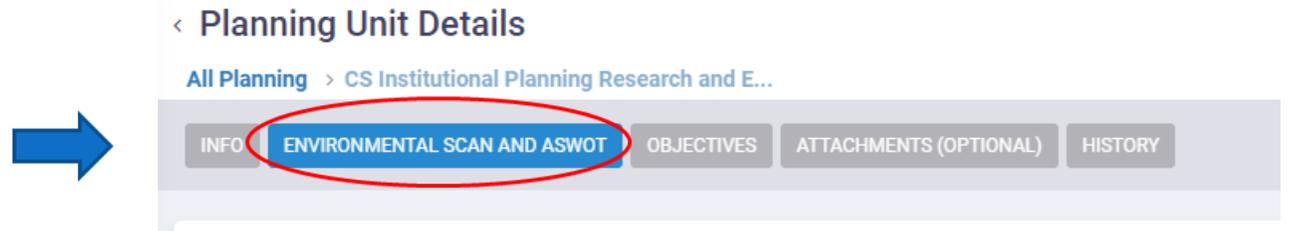
GAP ANALYSIS/ACTION PLAN

Located on the [Objective Details](#) screen under **RESULTS**, [Gap Analysis/Action Plan](#) provides space to address targets and identify potential factors that affected performance throughout the year. **Action plans should include specific strategies or steps that will be implemented to improve results, or identify what the unit did well and can continue into the next year.**

*Gap Analysis/Action Plan includes a description field and an Action Plan field accessed by selecting [Gap Analysis/Action Plan](#) in the editing block.



COMPLETE THE “A” IN ASWOT ANALYSIS

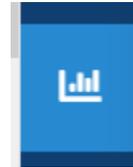


Located on the [Planning Unit Details](#) screen under **ENVIRONMENTAL SCAN AND ASWOT**, **SWOT** analysis (“A” – **Achievements** – added at end of cycle) should identify the unit’s strengths, weaknesses, opportunities, and threats that impact the current planning cycle and may inform current objectives, WIGs, or targets.

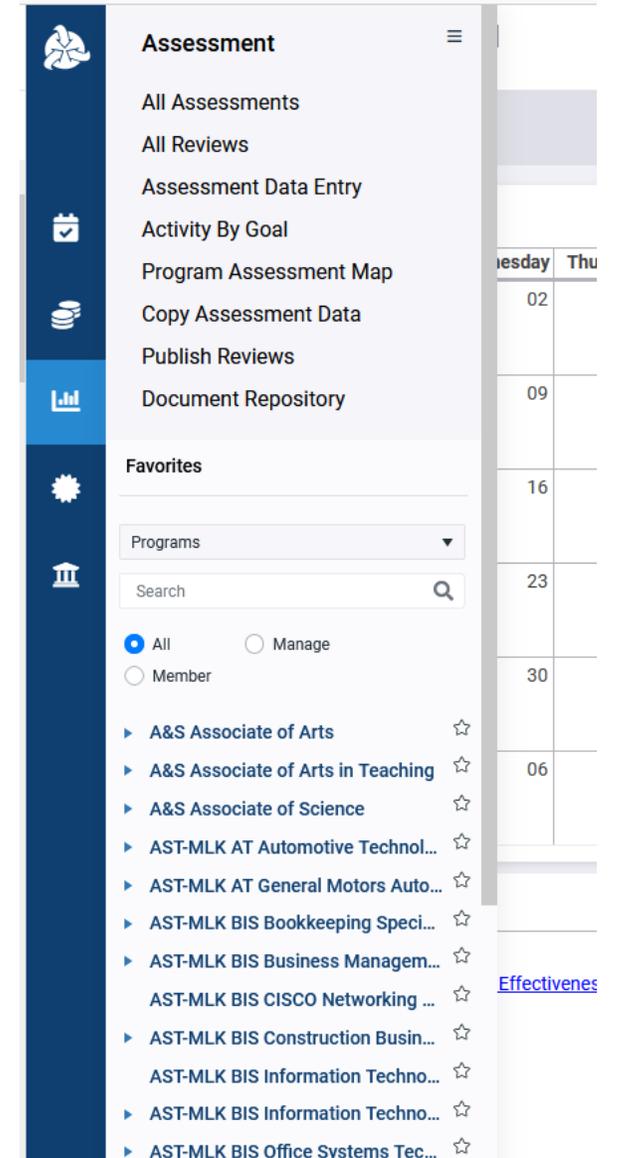
The end of the year, is the time to look back and enter your **Achievements for the year.**

ASSESSMENT

From the homepage, you can select the icon:



The Assessment Menu displays, and you can select your program with a single click or expand the outcomes to go directly to outcome details.



Assessment

- All Assessments
- All Reviews
- Assessment Data Entry
- Activity By Goal
- Program Assessment Map
- Copy Assessment Data
- Publish Reviews
- Document Repository

Favorites

Programs

Search

All Manage Member

- ▶ A&S Associate of Arts ☆
- ▶ A&S Associate of Arts in Teaching ☆
- ▶ A&S Associate of Science ☆
- ▶ AST-MLK AT Automotive Technol... ☆
- ▶ AST-MLK AT General Motors Auto... ☆
- ▶ AST-MLK BIS Bookkeeping Speci... ☆
- ▶ AST-MLK BIS Business Managem... ☆
- ▶ AST-MLK BIS CISCO Networking ... ☆
- ▶ AST-MLK BIS Construction Busin... ☆
- ▶ AST-MLK BIS Information Techno... ☆
- ▶ AST-MLK BIS Information Techno... ☆
- ▶ AST-MLK BIS Office Systems Tec... ☆

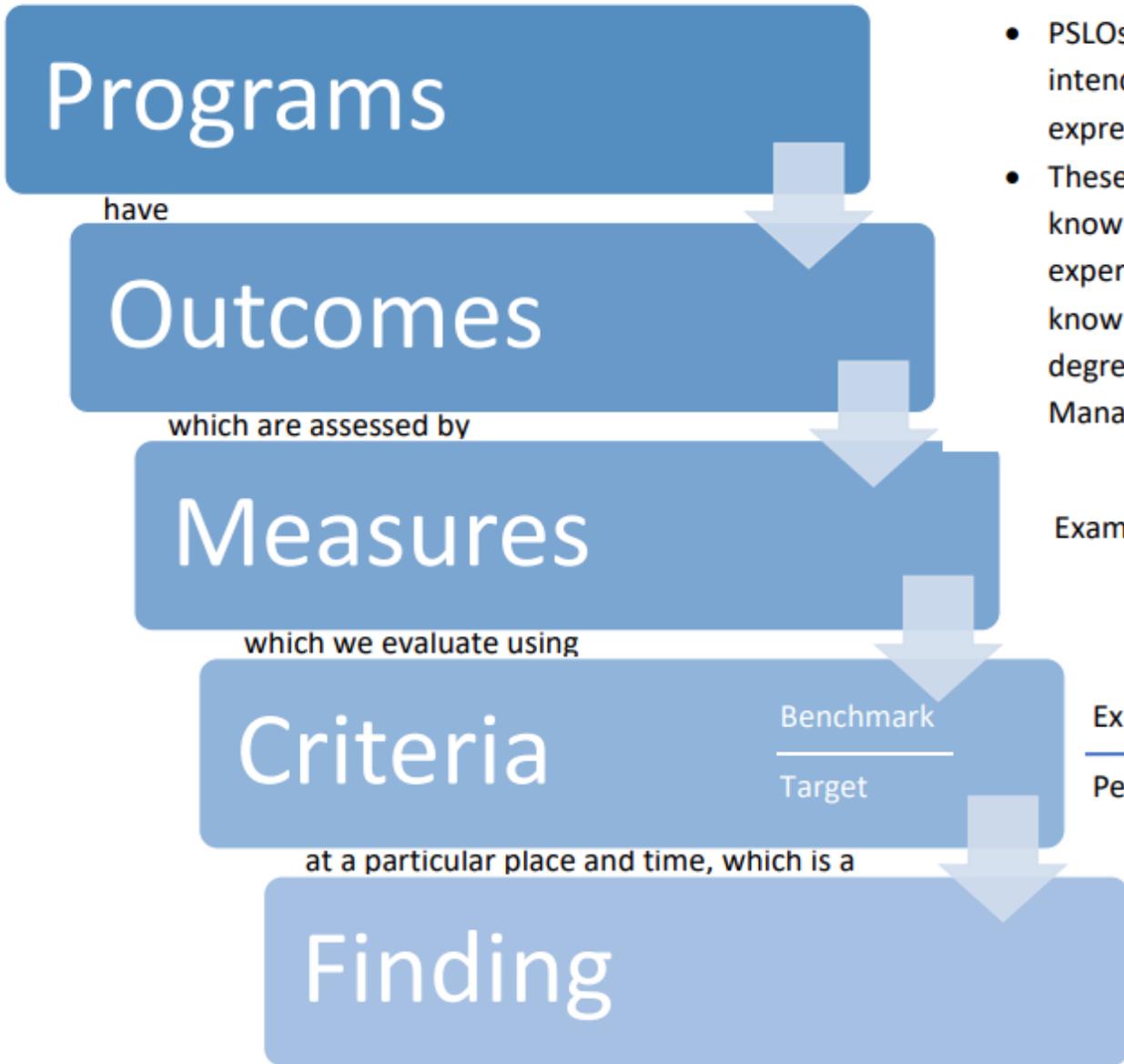
Effectiveness

SPOL ASSESSMENT: COMPLIANCE WITH SACSCOC PRINCIPLES OF ACCREDITATION

SECTION 8: Student Achievement

1. **The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) [CR]**
2. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
 - a. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs) - [SPOL Assessment](#)
 - b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education) – [ISLO Cycles](#)
 - c. Academic and student services that support student success. (Student outcomes: academic and student services) - [SPOL Planning & OUAP Cycle](#)

SPOL Assessment – Academic Program - PSLOs



- PSLOs are action-oriented statements of intended learning and development that are expressed from the students' perspective.
- These outcomes describe what the student will know or be able to do as a result of a learning experience and/or describe what students will know or be able to do after completing a specific degree (for example, the AAS in Restaurant Management or the AA Degree)

Exam | Project | Practicum | Essay

Expected level of performance

Percentage of students who meet that level

Target

Benchmark

“82% of students will get a B or better on the capstone project.”

Measure



ACADEMIC ASSESSMENT SPOL ENTRIES TO COMPLETE

PHASE I

TO BE COMPLETED BY SEPTEMBER 30

PROGRAM DESCRIPTION/MISSION STATEMENT

On the **Program Details** screen, **Program Description/Mission Statement** should accurately reflect the program's audience/stakeholders (including students), priorities, and functions, as well as aligning to SPC's mission.

< Program Details

All Assessment > AST-MLK THCA Hospitality Management

2022-2023 (Current)

INFO OUTCOMES ATTACHMENTS HISTORY

AST-MLK THCA Hospitality Management

Program Manager
Uminski, David

Program Description
This program emphasizes the management skills needed for individuals wanting to advance as management team members in the lodging and food industries. Special attention is given to background studies in economics and accounting which complements the operations-level studies in restaurant and lodging operations.

Mission Statement
Department Mission The mission of the Department of Tourism, Hospitality, and Culinary Arts is to provide program majors with the competencies needed to be successfully employed in the tourism, hospitality, and culinary arts industries and to provide the college and greater community with continuing professional and technical skills and life-long learning opportunities. The mission of the Hospitality Management Program is to provide entry level supervisory skills for students entering the hospitality industry and for those striving to continue to attaining the Bachelor's Degree in Hotel, Restaurant, or Hospitality Management at a University.

Program Members
Dawson, Randall
Gutierrez, Lillana
McNair, Corey
Orozco, Edith
Salinas, Juan

Courses
16 HAMG 1321 - Intro Hospitality Industry
17 HAMG 1170 - Professionalism in Hospitality
18 HAMG 2305 - Hospitality Mgmt & Leadership

To edit the program description or mission statement, click on the entry to open the editing block. →

After revising, remember to select Save!

Program Details

Assessment Type:
Academic Program

Program Name:
AST-MLK THCA Hospitality Management

Program Manager:
Uminski, David

Description:
B I U Paragraph
This program emphasizes the management skills needed for individuals wanting to advance as management team members in the lodging and food industries. Special attention is given to background studies in economics and accounting which complements the operations-level studies in restaurant and lodging operations.

Mission Statement:
B I U Paragraph
Department Mission The mission of the Department of Tourism, Hospitality, and Culinary Arts is to provide program majors with the competencies needed to be successfully employed in the tourism, hospitality, and culinary arts industries and to provide the college and greater community with continuing professional and technical skills and life-long learning opportunities. The mission of the Hospitality Management Program is to provide entry level supervisory skills for students entering the hospitality industry and for those striving to continue to attaining the Bachelor's Degree in Hotel, Restaurant, or Hospitality Management at a University.

Cancel Save

PROGRAM COURSES

On the **Program Details** screen under **INFO**, **Courses** from the program need to be selected.

To add or edit the program courses, click on the **Courses** to open the editing block.

Program courses must be selected here to be able to associate the courses with your PSLO and Measures later.

After revising, remember to select **Save!**

The screenshot shows the 'Program Details' interface for 'AST-MLK THCA Hospitality Management'. The 'INFO' tab is selected. The 'Courses' section is highlighted with a blue arrow. A modal window 'Add / Remove Courses' is open, showing a table of courses with checkboxes for selection. The 'Save' button is circled in red.

Select	Order	Course ID	Course Title
<input type="checkbox"/>	16	HAMG 1321	Intro Hospitality Industry
<input type="checkbox"/>	17	HAMG 1170	Professio... in Hospitality
<input type="checkbox"/>	18	HAMG 2305	Hospitality Mgmt & Leadership
<input type="checkbox"/>	19	HAMG 1313	Front Office Procedures
<input type="checkbox"/>	20	HAMG 2332	Hospitality Financial Mgmt
<input type="checkbox"/>	21	HAMG 2366	Hospitality Mgt. Practicum
<input checked="" type="checkbox"/>	22	CHEF 1301	Basic Food Preparation
<input checked="" type="checkbox"/>	23	CHEF 1300	Prof Cooking/... Room Svc
<input checked="" type="checkbox"/>	24	CHEF 1205	Sanitation and Safety

ADDING PROGRAM-LEVEL STUDENT LEARNING OUTCOMES

Located under the **Program Details** screen, **OUTCOMES** should describe the skills, knowledge, and/or abilities a student develops/acquires through the process of completing a specific program of study. These outcomes should be specific, student-focused, action-oriented, and measurable. Associates programs should include 2-3 PSLOs, while certificate programs should have 1-2 PSLOs, unless otherwise described by programmatic accrediting body.

After selecting Outcomes, clicking on the **Program-level Student Learning Outcomes** field will open the Program Outcomes in side-by-side view. To edit an outcome, select the outcome title to open Outcome Details, and then click on the outcome entry for the editing block; **to add a new outcome, select the blue + sign next to Program Outcomes.**

Repeat steps to add another PSLO.

For best practices, program SLOs should remain unchanged for at least 3 assessment cycles to generate applicable results and determine improvement and/or shortcomings. *Minor revisions to clarify expectation are always acceptable.

The screenshot shows the 'Program Details' interface for 'All Assessment' under 'ASHFAMILY THCA Hospitality Management'. The 'OUTCOMES' tab is active. Below the 'Outcomes Types' section, there is a table with columns for 'Target', 'Actual', and 'Difference'. The table shows a target of 85.00% and an actual result of 84.38%, with a difference of -0.63%. To the right, there is a 'Program Outcomes' section with a blue plus sign icon. Below this, there are two PSLO entries: 'PSLO 1 - Identify and apply the knowledge and skills necessary for hospitality and tourism operations' and 'PSLO 2 - Develop and integrate a core set of business skills necessary to successfully operate a business'. Each PSLO entry has a table with 'Outcome Status', 'Target', and 'Actual' columns. The first PSLO is in the 'Planning Stage' with a target of 90.00% and an actual of 93.75%. The second PSLO is in the 'Data Collection Stage' with a target of 80.00% and an actual of 75.00%.



This icon opens the next field until Findings are displayed

INSTITUTIONAL GOAL, PROGRAM GOALS, AND STAKEHOLDERS

In the **Program Outcome Details**, you must select the **Institutional Goals** the PSLO is associated with. Click on Institutional Goals. The editing box will appear on the right. Select the Institutional Goals the PSLO is associated with. Select all that apply.

Repeat the same steps by clicking on **Program Goals** and then on **Stakeholders**. Select all that apply.

The screenshot shows the 'Program Outcome Details' page for 'PSLO 1: - Identify and apply the knowledge and skills necessary for hospitality and tourism operations'. The page includes tabs for 'INFO', 'MEASURES', 'RESULTS', 'ASSOCIATIONS', 'ATTACHMENTS', and 'HISTORY'. The 'MEASURES' tab is active, showing performance metrics: 90.00%, 93.75%, and 3.75%. The 'Unit Manager' is David Uminski, and the 'Planning Years' are 2022-2023. The 'Description' mentions the Accreditation Commission for Programs in Hospitality Administration (ACPHA) revised the Program Student Learning Outcomes in 2021. The 'Program Courses' section lists 'HAMG 1313 - Front Office Procedures' and 'RSTO 2301 - Princ Food/Beverage Controls', both marked as 'Introduced'. The 'Institutional Goals' section is highlighted with a red circle and a blue arrow pointing to the 'Strategic Plan 2022-2025' dropdown. Below this, a table lists goals for selection. The '1.b - Student Success' goal is selected with a checked checkbox. A modal window titled 'Institutional Goal' is open on the right, showing a list of goals with checkboxes. The '1.b - Student Success' goal is selected in this modal. At the bottom of the modal, there are 'Cancel' and 'Save' buttons, with the 'Save' button highlighted by a red circle.

Primary	Select	Institutional Goal Title
<input type="radio"/>	<input type="checkbox"/>	1 - Student Success
<input type="radio"/>	<input type="checkbox"/>	1.a - Leverage/strengthen resources with special emphasis on High School Program's capability and capacity, targeted engagement with P-12 and industry partners to improve college-readiness and transition from high school to college and workforce.
<input checked="" type="radio"/>	<input checked="" type="checkbox"/>	1.b - Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).
<input type="radio"/>	<input type="checkbox"/>	1.c - Increase overall student success by closing performance gaps between ethnic/racial, gender, socioeconomic groups
<input type="radio"/>	<input type="checkbox"/>	419 - Radical Innovation Process (RIP)
<input type="radio"/>	<input type="checkbox"/>	52.a - Wildly Important Goal (WIG)

ASSESSING OUTCOMES WITHIN A COURSE

If your outcome will be assessed within a course, you must select the Assessed Within a Course box when creating the outcome. Otherwise, you will not be able to associate your outcome with courses and enter course findings.

You will not be able to select the checkbox later and will need to re-create the outcome.

< Program Outcome Details

All Assessment > AST-MLK THCA Hospitality Management > PSLO 1: - Identify and apply the knowle...

2022-2023 (Current) 🔍 🔔 👤

INFO MEASURES RESULTS ASSOCIATIONS ATTACHMENTS HISTORY

PSLO 1: - Identify and apply the knowledge and skills necessary for hospitality and tourism operations.

90.00% 93.75% 3.75%

Program: AST-MLK THCA Hospitality Management
Unit Manager: Uminski, David

Outcome Type: Program-level Student Learning Outcomes
Planning Years: 2022-2023

Description: The Accreditation Commission for Programs in Hospitality Administration (ACPHA) revised the Program Student Learning Outcomes in 2021. We will use these PSLOs as a guide in reviewing our assessments.

Program Courses:

- HAMG 1313 - Front Office Procedures (Introduced)
- RSTO 2301 - Princ Food/Beverage Controls (Introduced)

Institutional Goals:

- Strategic Plan 2022-2025
 - 1. b - Student Success --> Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).

Program Goals:

- PSLO 1: Identify and apply the knowledge and skills necessary for hospitality and tourism operations.

Stakeholders:

- Students
- Faculty

Program Outcome Details

Outcome Number: PSLO 1: Identify and apply the knowledge and skills necessary for hospitality and tourism operations.

Outcome Type: + Outcome Status: +

Program-level Student L Planning Stage

Planning Year: 2022-2023 (Current) Assessed Within A Course

Description: The Accreditation Commission for Programs in Hospitality Administration (ACPHA) revised the Program Student Learning Outcomes in 2021. We will use these PSLOs as a guide in reviewing our assessments.

Cancel Save

ASSOCIATING YOUR OUTCOME WITH COURSES

To associate a course with your PSLO, you must select it under **Program Courses**.

After checking off the courses associated with the PSLO, you also need to assign the skill level from the drop down box.

Otherwise, you will not be able to enter course findings later.

The screenshot displays the 'Program Outcome Details' page for 'PSLO 1: - Identify and apply the knowledge and skills necessary for hospitality and tourism operations.' The page includes a navigation bar with tabs for 'INFO', 'MEASURES', 'RESULTS', 'ASSOCIATIONS', 'ATTACHMENTS', and 'HISTORY'. The 'ASSOCIATIONS' tab is active. The main content area shows the PSLO description, program information (AST-MLK THCA Hospitality Management), and a list of associated courses. The 'Program Courses' section is circled in red, and a blue arrow points to it. The 'Program Courses' modal is open, showing a table of courses with checkboxes and skill level dropdowns. The 'Save' button in the modal is also circled in red.

Program Outcome Details

PSLO 1: - Identify and apply the knowledge and skills necessary for hospitality and tourism operations.

Program: AST-MLK THCA Hospitality Management

Unit Manager: Uminski, David

Outcome Type: Program-level Student Learning Outcomes

Planning Years: 2022-2023

Description: The Accreditation Commission for Programs in Hospitality Administration (ACPHA) revised the Program Student Learning Outcomes in 2021. We will use these PSLOs as a guide in reviewing our assessments.

Program Courses

Sel	Course	Skill Level
<input checked="" type="checkbox"/>	HAMG 1313 - Front Office Procedures	Introduced
<input checked="" type="checkbox"/>	RSTO 2301 - Princ Food/Beverage Controls	Introduced
<input type="checkbox"/>	HAMG 1321 - Intro Hospitality Industry	
<input type="checkbox"/>	HAMG 1170 - Professionalism in Hospitality	
<input type="checkbox"/>	HAMG 2305 - Hospitality Mgmt & Leadership	
<input type="checkbox"/>	HAMG 2332 - Hospitality Financial Mgmt	
<input type="checkbox"/>	HAMG 2366 - Hospitality Mgt. Practicum	
<input type="checkbox"/>	CHEF 1301 - Basic Food Preparation	
<input type="checkbox"/>	CHEF 1300 - Prof Cooking/Dining Room Svc	
<input type="checkbox"/>	CHEF 1205 - Sanitation and Safety	

Cancel Save

MEASURES

Accessed from the [Program Details](#) or [Outcomes Details](#) screens, **Measures should describe the method, tool, or process of determining if an outcome is met.** Ideally, direct measures will be used to evaluate student learning.

Direct measures may include specific exams or exam questions, essays, portfolios, performances, and capstone experiences such as research projects, presentations, exhibitions, or skills demonstrations.

The screenshot shows the 'Program Details' page for 'AST-MLK THCA Hospitality Management'. The 'OUTCOMES' tab is highlighted with a red circle. The 'Measures' section is also circled in red. The interface displays three main sections: 'Outcome Types', 'Program Outcomes', and 'Measures'. Each section contains a table of data.

Target:	Actual:	Difference:
85.00%	84.38%	-0.63%

Outcome Status:	Target:	Actual:	Difference:
Planning Stage	90.00%	93.75%	+3.75%

Outcome Status:	Target:	Actual:	Difference:
Data Collection Stage	80.00%	75.00%	-5.00%

Measure Type:	Target:	Actual:	Difference:
Artifact	90.00%	93.75%	+3.75%

Measure Type:	Target:	Actual:	Difference:
Project	N/A	N/A	N/A

To create a measure, select the Measures label field/blue “+” sign.

To revise the measure, select the measure title to open Measure Details and then click on the measure entry for the editing block

NOTE: Measures should be direct evidentiary tools used in alignment to a specific student learning outcome. Examples may include skills demonstrations, exams, or other projects.

ASSOCIATING YOUR COURSES WITH THE OUTCOME MEASURES

Although you associated courses within your PSLO, you also need to associate the same courses with the PSLO Measures.

To associate a course with your PSLO Measures, click on [Associated Courses](#) within the Measure Details. Select the same courses selected within the PSLO.

Otherwise, you will not be able to enter course findings later.

The screenshot displays the 'Measure Details' page for 'PSLO 1 - Front Office Operations'. The page includes a breadcrumb trail: 'All Assessment > AST-MLK THCA Hospitality Management > PSLO 1 - Front Office Operations'. The 'Measure Details' title is circled in red. Below the breadcrumb, there are tabs for 'INFO', 'CRITERIA', 'ASSOCIATIONS', 'ATTACHMENTS', and 'HISTORY'. The 'ASSOCIATIONS' tab is active. The main content area shows the measure name 'PSLO 1 - Front Office Operations' with performance metrics: 90.00%, 93.75%, and +3.75%. Below this, the 'Planning Years' is '2022-2023 - (Current)' and the 'Measure Type' is 'Artifact'. The 'Description' states: 'Students will complete a beginner, intermediate, and advanced reservation with no more than 2 errors through the innRoad property management system.' At the bottom of the main content area, the 'Associated Courses' section is circled in red, with a blue arrow pointing to it. This section lists two courses: '1. HAMG 1313 - Front Office Procedures' and '2. RSTO 2301 - Princ Food/Beverage Controls'. On the right side, an 'Associated Courses' modal window is open, also circled in red. It shows a dropdown menu for 'Program Outcome Courses' and a 'Select Courses' table. The table has columns for 'Sel' and 'Course'. Two courses are listed: 'HAMG 1313 - Front Office Procedures' and 'RSTO 2301 - Princ Food/Beverage Controls', both with checked boxes in the 'Sel' column. At the bottom of the modal, there are 'Cancel' and 'Save' buttons, with the 'Save' button circled in red.

CRITERIA / TARGETS

Criteria should describe the specific indicators that provide evidence of student success on the related learning outcome and align to the identified measure. Target provides the quantitative benchmark or value that indicates an appropriate level of success has been attained. **Targets** should align to the related outcome, measure, and criteria.

Criteria and Target may be accessed or created on the [Program Details](#) or [Outcome Details](#) screens.



This icon opens the next field until Findings are displayed

Program Outcomes

Outcome Status:	Target:	Actual:	Difference:
Planning Stage	90.00%	93.75%	+3.75%

Measures

Measure Type:	Target:	Actual:	Difference:
Artifact	90.00%	93.75%	+3.75%

Criteria

Criteria Type:	Target:	Actual:	Difference:
Benchmark	90.00%	93.75%	+3.75%

To create a measure, select the **Criteria** label field/blue “+” sign.

To revise the criteria, select the criteria title to open Criteria Details, and then click on the criteria entry for the editing block.



ACADEMIC ASSESSMENT SPOL ENTRIES TO COMPLETE PHASE II

TO BE COMPLETED BY DECEMBER 31 **AND** AUGUST 31

FALL ACTUAL RESULTS DUE DECEMBER 31

SPRING **AND** SUMMER RESULTS DUE AUGUST 31

FINDINGS

Please make sure to request any data necessary with IPRE between July 1st to August 1st to ensure ample time to receive your data in time for August 31st submission.

Findings address the learning outcome, align to the criteria and target, demonstrate student success, indicate achievement of target, and illustrate similarities or differences in achievement based on location and/or mode of delivery. **Disaggregated findings should be entered by course, instructional method, and /or location.**

Findings may be accessed/created on the [Program Details](#) or [Outcome Details](#) screens by selecting the icon to expand each of the preceding fields:

Remember the default settings for PSLOs include “Assessed within a Course.” To enter findings, the appropriate course(s) must be associated to the outcome AND measure. Then the course may be selected from the pop out menu when entering Findings. More information located in later slides.

The screenshot shows the 'Program Details' page for 'AST-MLK THCA Hospitality Management' for the '2022-2023 (Current)' year. The 'OUTCOMES' tab is selected and circled in red. Below the tabs are three expandable sections: 'Measures', 'Criteria', and 'Findings'. Each section contains a table with performance data. The 'Findings' section is also circled in red.

Measure Type	Target	Actual	Difference
Artifact	90.00%	93.75%	+3.75%

Criteria Type	Target	Actual	Difference
Benchmark	90.00%	93.75%	+3.75%

Measure Type	Target	Actual	Difference
Artifact	90.00%	93.75%	+3.75%

To create a finding, select the Findings label field/blue “+” sign.

To revise the finding, select the measure title to open Finding Details, and then click on the finding entry for the editing block.

SELECTING A CLASS FOR FINDINGS

REQUIRED IF OUTCOME IS ASSESSED WITHIN A COURSE

After selecting the blue “+” sign to create a new finding, the finding may be entered in the pop out screen.

All classes related to the associated courses will populate in the class drop down menu; only 1 class may be selected per finding, but there is no limit to the number of findings that may be added.

If a class is missing from the drop down list, please contact the Coordinator of Measurement and Evaluation in IPRE.

The screenshot displays the 'New Finding' form with the following details:

- Measures:** BKPA1 - PSLO 1 Sanitation and Safety Measure. 80% of THCA students will pass the Chef 1205 Sanitation and Safety course with a grade of C or better. Measure Type: Pre/Post Test, Target: N/A, Actual: N/A, Difference: N/A.
- Criteria:** BKPA1 - PSLO 1 Sanitation and Safety course succe... 80% of THCA students will pass the Chef 1205 Sanitation and Safety course with a grade of C or better. Criteria Type: Benchmark, Target: 80.00%, Actual: N/A, Difference: N/A.
- Findings:** No data found.

New Finding Form Fields:

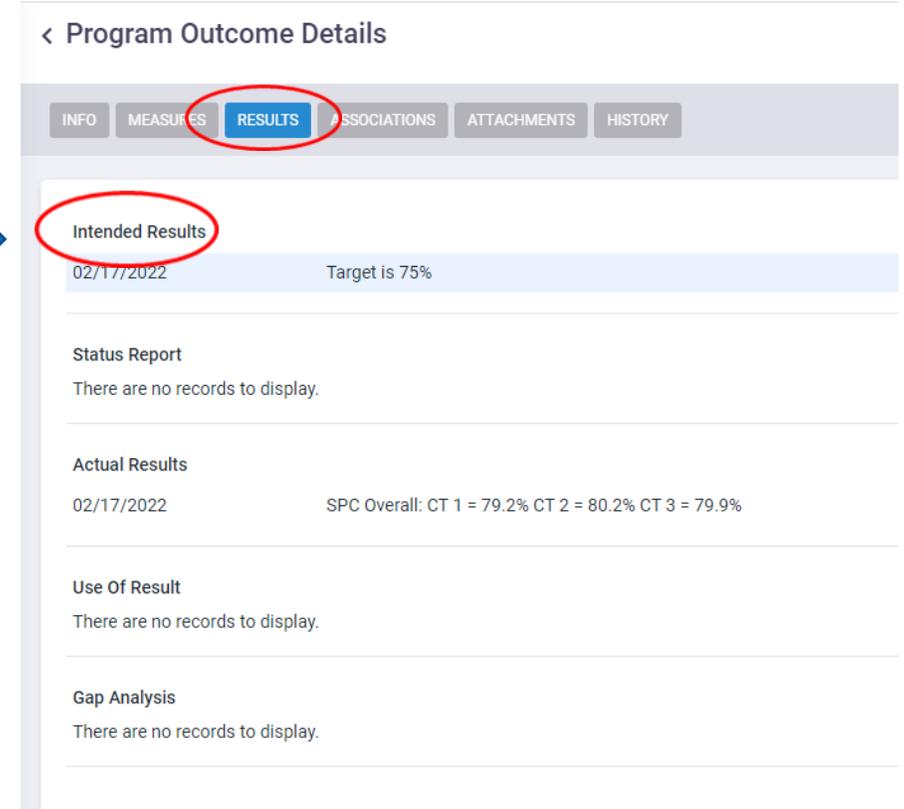
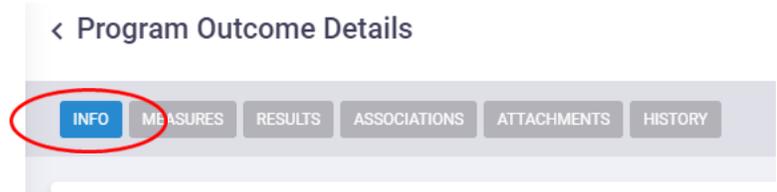
- Planning Year: 2021-2022
- Planning Term: 2021 Fall
- Class: Select (highlighted with a red circle)
- Date: 03/08/2022
- Target: 80.00%
- Sample Size: 0
- Number Met: 0.00
- Percent Met: 0.00%
- Notes: (empty text area)
- Buttons: Cancel, Save (highlighted with a red circle)

INTENDED RESULTS

Intended Results may be accessed/created on the [Program Outcomes Details](#) screen under [Results](#) and should state a summary of criteria and target for the related outcome. This field is required to add Gap Analysis/Action Plan.

To create intended results, select the Intended Results label.

To review/revise, click on the current entry to open the side-by-side editing block.



ACTUAL RESULTS

Actual Results (Summary/Analysis of Findings) are entered on the Program Outcome Details screen under Results. These results should include the summary of the Findings entered and a brief analysis related to trends, improvement, and/or impact.

< Program Outcome Details



The screenshot shows the 'Program Outcome Details' interface. At the top, there is a navigation bar with tabs for 'INFO', 'MEASURES', 'RESULTS', 'ASSOCIATIONS', 'ATTACHMENTS', and 'HISTORY'. The 'RESULTS' tab is highlighted with a red circle. Below the navigation bar, there are several sections: 'Intended Results' with a table entry for '02/17/2022' and 'Target is 75%'; 'Status Report' with the text 'There are no records to display.'; 'Actual Results' with a table entry for '02/17/2022' and 'SPC Overall: CT 1 = 79.2% CT 2 = 80.2% CT 3 = 79.9%'; 'Use Of Result' with the text 'There are no records to display.'; and 'Gap Analysis' with the text 'There are no records to display.'. A blue arrow points to the 'Actual Results' section, which is also circled in red.

Actual Results	
02/17/2022	SPC Overall: CT 1 = 79.2% CT 2 = 80.2% CT 3 = 79.9%

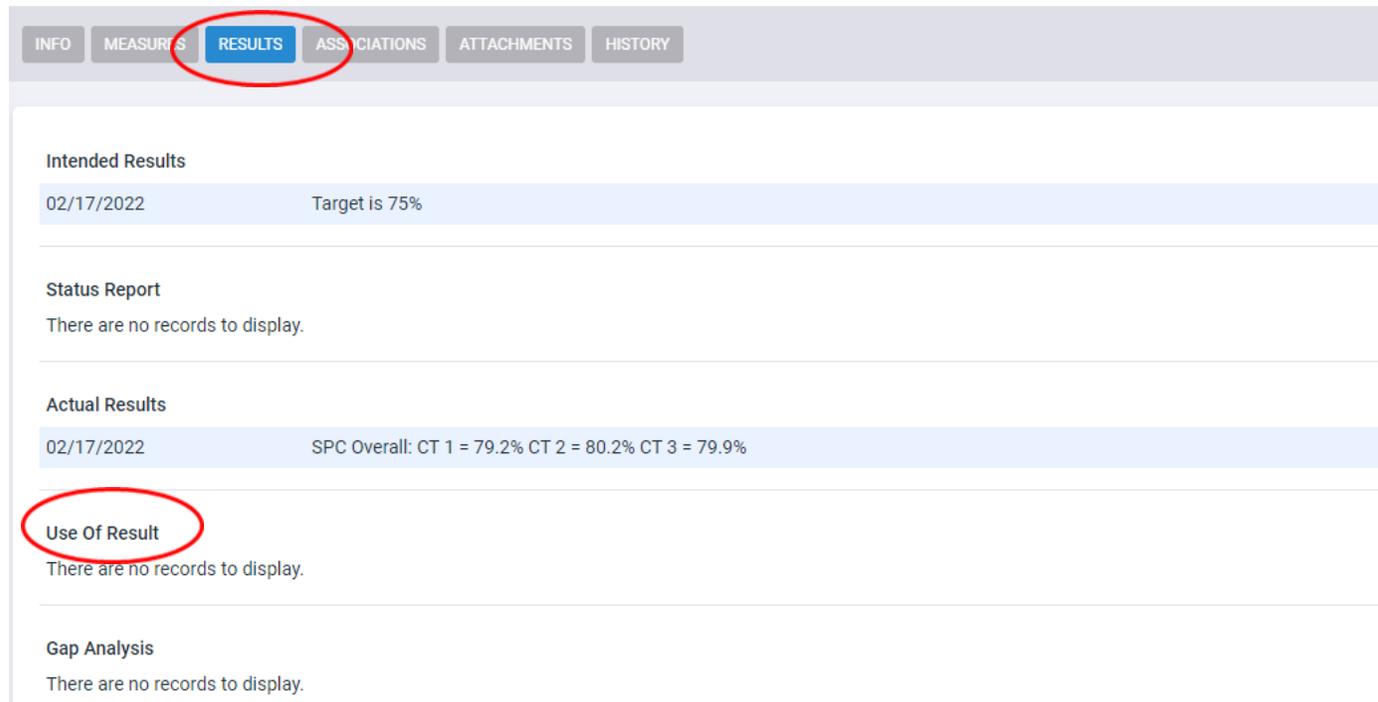
To create actual results, select the Actual Results label.

To review/revise, click on the current entry to open the side-by-side editing block.

USE OF RESULTS

Unmet targets should be addressed in the [Use of Results \(Identify Improvements and Shortcomings\)](#) field located on the [Program Outcome Details](#) screen under [Results](#).

< Program Outcome Details



The screenshot shows the 'Program Outcome Details' interface. At the top, there is a navigation bar with tabs: INFO, MEASURES, RESULTS, ASSOCIATIONS, ATTACHMENTS, and HISTORY. The 'RESULTS' tab is highlighted with a red circle. Below the navigation bar, the page is divided into several sections: 'Intended Results' with a table entry for 02/17/2022 showing a target of 75%; 'Status Report' with the message 'There are no records to display.'; 'Actual Results' with a table entry for 02/17/2022 showing SPC Overall: CT 1 = 79.2% CT 2 = 80.2% CT 3 = 79.9%; 'Use Of Result' with the message 'There are no records to display.'; and 'Gap Analysis' with the message 'There are no records to display.'. A blue arrow points to the 'Use Of Result' section, and a red circle highlights the 'Use Of Result' label.

Intended Results	
02/17/2022	Target is 75%

Actual Results	
02/17/2022	SPC Overall: CT 1 = 79.2% CT 2 = 80.2% CT 3 = 79.9%

To create use of results, select the Use of Results label

To review/revise, click on the current entry to open the side-by-side editing block.

GAP ANALYSIS/ACTION PLAN

Gap Analysis/Action Plan created to address unmet targets, potential issues, and other planned improvements related to the outcome.

Action plan should identify specific strategy or steps that will be implemented to improve results. *Gap analysis must be associated to Intended Results, Actual Results, and Use of Results.* (All associated fields accessed on the Program Outcome Details screen).

< Program Outcome Details

INFO MEASURES RESULTS ASSOCIATIONS ATTACHMENTS HISTORY

Intended Results

02/17/2022	Target is 75%
------------	---------------

Status Report

There are no records to display.

Actual Results

02/17/2022	SPC Overall: CT 1 = 79.2% CT 2 = 80.2% CT 3 = 79.9%
------------	---

Use Of Result

There are no records to display.

Gap Analysis

There are no records to display.

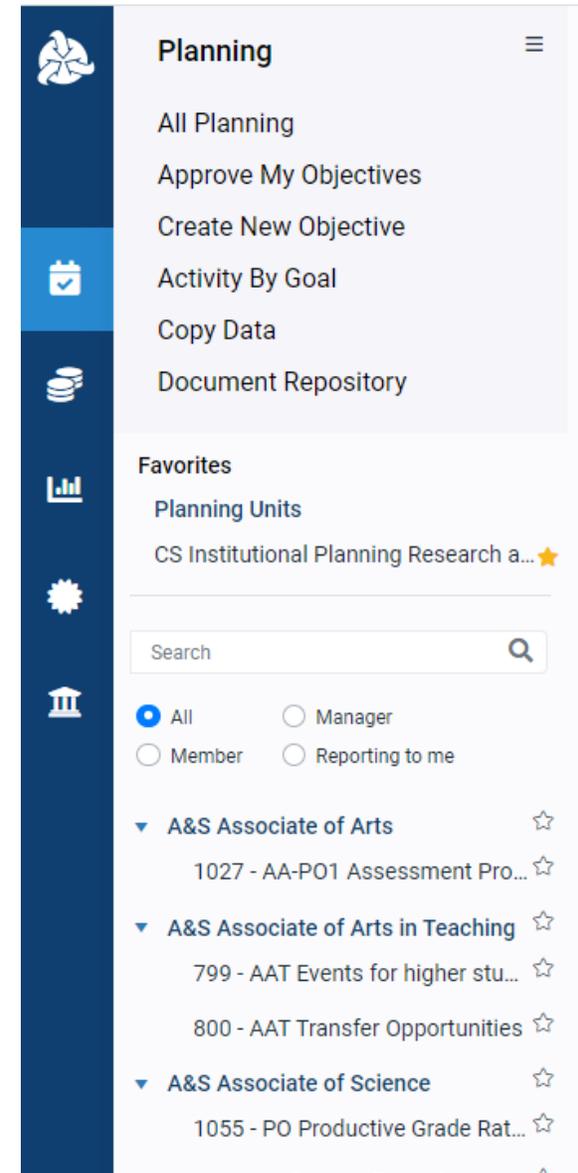
To create use of results, select the Gap Analysis/Action Plan label

To review/revise, click on the current entry to open the side-by-side editing block.

NOTES: ACCESS OPTIONS

To access your planning unit objectives or program outcomes directly from the welcome screen, you can select the icon: 

Objectives/Outcomes will “drop down” for direct access to the respective details screens.



The screenshot shows a vertical navigation menu on the right side of a software interface. The menu is divided into several sections:

- Planning** (indicated by a gear icon):
 - All Planning
 - Approve My Objectives
 - Create New Objective
 - Activity By Goal
 - Copy Data
 - Document Repository
- Favorites** (indicated by a star icon):
 - Planning Units
 - CS Institutional Planning Research a...★
- Search** (indicated by a magnifying glass icon):
 - Search
- Filters** (indicated by a building icon):
 - All
 - Manager
 - Member
 - Reporting to me
- Objectives/Outcomes List** (indicated by a building icon):
 - ▼ A&S Associate of Arts ★
 - 1027 - AA-PO1 Assessment Pro...★
 - ▼ A&S Associate of Arts in Teaching ★
 - 799 - AAT Events for higher stu...★
 - 800 - AAT Transfer Opportunities★
 - ▼ A&S Associate of Science ★
 - 1055 - PO Productive Grade Rat...★



ADDITIONAL DETAILS - ASSESSMENT

Closing/removing a PLSO from a Planning Cycle

Program Outcome Details – Associations

PROGRAM OUTCOME DETAILS — REVISING PLANNING CYCLES

From the Program Outcomes Details screen, a particular PSLO may be “closed out” or removed from a specific planning year by clicking on the outcome description field to open the editing block and select or remove a planning year.

The screenshot displays the 'Program Outcome Details' interface for 'AA 1 - PSLO 1: Critical Thinking'. The main content area shows the outcome's performance metrics (75.00%, 73.78%, -1.22%) and its description. A right-hand sidebar contains a 'Program Outcome Details' editing panel. In this panel, the 'Planning Year' field is highlighted with a red circle. It shows a list of planning years: '2019-2020' (with an 'x' icon to remove it) and '2021-2022 (Current)' (with an 'x' icon to remove it). Below the 'Planning Year' field is a checkbox labeled 'Assessed Within A Course'. The 'Description' field is also visible, containing the same text as the main content area. At the bottom right of the editing panel are 'Cancel' and 'Save' buttons.

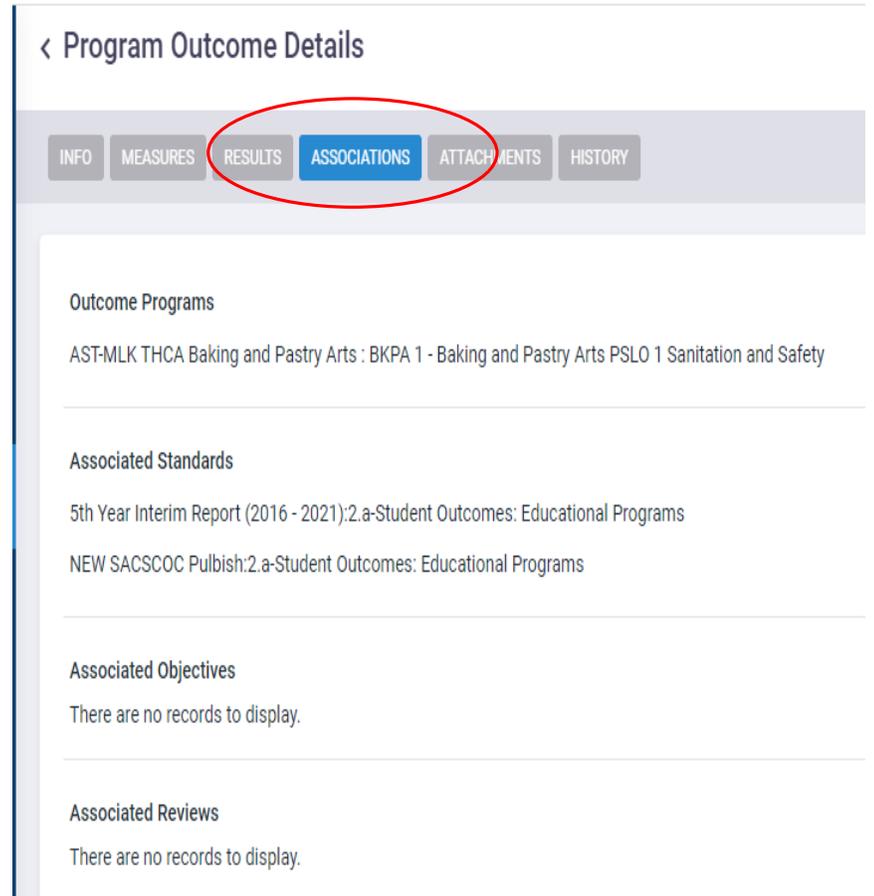
PROGRAM OUTCOME DETAILS — ASSOCIATIONS

If you are selecting Associated Standards, make sure you are selecting from the appropriate Accreditation cycle. Currently the SACSCOC 5th Year and CAPTE are the only Accreditation cycles created. **CAPTE standards are specific to Physical Therapist Assistant, and should not be associated to unrelated program outcomes.**

If you have created a programmatic accreditation cycle, please ensure you are linking your outcomes to your accrediting standards. **If you have NOT created a programmatic accreditation cycle, you probably do not need to link your outcome to any programmatic accrediting standards.**

Please note that all 2020-2021 outcomes were included documentation in our SACSCOC 5th Year Report (submitted in Fall 2021).

If you are associating a Planning Objective to your Outcome, it should be your Planning Objective or one otherwise specified by a supervisor.



The screenshot displays the 'Program Outcome Details' interface. At the top, there is a navigation bar with tabs for 'INFO', 'MEASURES', 'RESULTS', 'ASSOCIATIONS', 'ATTACHMENTS', and 'HISTORY'. The 'ASSOCIATIONS' tab is highlighted in blue and circled in red. Below the navigation bar, the page content is organized into sections: 'Outcome Programs' (listing 'AST-MLK THCA Baking and Pastry Arts : BKPA 1 - Baking and Pastry Arts PSLO 1 Sanitation and Safety'), 'Associated Standards' (listing '5th Year Interim Report (2016 - 2021):2.a-Student Outcomes: Educational Programs' and 'NEW SACSCOC Publish:2.a-Student Outcomes: Educational Programs'), 'Associated Objectives' (displaying 'There are no records to display.'), and 'Associated Reviews' (displaying 'There are no records to display.').



PROCESS AND DUE DATES:

ADMINISTRATIVE/PLANNING UNITS ASSESSMENT

PROCESS AND DUE DATES: ADMINISTRATIVE ASSESSMENT

Who: Planning Unit Managers

When: By September 30 for the current academic year.

What: All unit plans should be updated and unit objective/program outcomes entered with associations to institutional Goals and Planning Priorities, measures, and targets. **Unit plans should have 3-5 objectives.**

Content and Steps:

- 1) Review Planning Unit Purpose for accuracy and alignment. This statement should identify the unit's priorities and functions, as well as aligning to SPC's mission.
- 2) Environmental scan should clearly state internal and external influences and factors that impact the unit and its goals. A comprehensive Environmental Scan will consider social, economic, technological, regulatory, and other factors.
- 3) SWOT analysis ("A" added later) should identify the unit's strengths, weaknesses, opportunities, and threats that impact the current planning cycle and may inform current objectives, WIGs, or targets.
- 4) Unit objectives align to the unit's purpose and should be measurable, specific, and relevant. Alignment to the SPC strategic plan is clearly indicated through institutional Goals and Planning Priorities associations.
- 5) Measures define method, process, or data source that will determine if target is met.
- 6) Targets (Intended Results) are specific and align to the related objective. Ideally, targets should include justification and brief explanation that relates to prior year results/findings. (How was the target identified/selected?)

PROCESS AND DUE DATES: ADMINISTRATIVE ASSESSMENT

(Continued)

When: By December 31, all Fall status reports should be complete.

What: Fall objective results should be entered along with any other available results or status updates. If you do not have the data yet, or the data is being serviced by IPRE please indicate as your status update for this time period. You may update your status reports again once you have received your information. Actions taken to meet objectives can be considered status report updates. Other reasonable revisions may be completed at this time. (Rewriting an entire objective mid-year may not be reasonable, whereas identifying another measure may be necessary).

When: By April 30, all Spring status reports should be complete.

What: Spring objective results should be entered along with any other available results or status updates. If you do not have the data yet, or the data is being serviced by IPRE please indicate as your status update for this time period. You may update your status reports again once you have received your information. Actions taken to meet objectives can be considered status report updates. Other reasonable revisions may be completed at this time. (Rewriting an entire objective at this point may not be reasonable, whereas identifying another measure may be necessary).

PROCESS AND DUE DATES: ADMINISTRATIVE ASSESSMENT

(Continued)

When: By August 31, results and action plan should be complete.

What: All objective details should include results and analysis. Unmet targets or identifies weakness necessitate inclusion of gap analysis (how did the results fall short of the stated target, what issues or problems occurred that led to lower results than anticipated, etc.) with action plan (strategic approach and steps to improve performance and/or resolve emerging problems). Observed improvements should be noted and strategies for continuous improvement identified.

*These results should inform the subsequent planning targets and may lead to new objectives to implement and track proposed action plans.

- Please make sure to request any data necessary with **IPRE between July 1st to August 1st to ensure ample time to receive your data in time for August 31st submission.**

Content and steps:

Achievement and Actual Results are entered. These results should include a brief analysis related to trends, improvement, and/or impact.

Unmet targets should be addressed in the Analysis/Use of Results field.

Gap Analysis/Action Plan created to address all targets and potential causes. Action plan should identify specific strategy or steps that will be implemented to improve results, or what you did well and can carry forward. Even if you did meet your objective, please make sure to identify any challenges you faced while meeting your objective. *Improvement/Action plan must be associated to Intended Results, Actual Results and Use of Results.



PROCESS AND DUE DATES:

ACADEMIC ASSESSMENT

PROCESS AND DUE DATES: ACADEMIC ASSESSMENT

Who: Program Directors and Managers

When: By September 30, academic program entries/revisions complete for the current year.

What: All academic programs should have current program student learning outcomes with measures, criteria, and targets.

Content and Steps:

- 1) Review Program Description/Mission for accuracy and alignment. This description and/or statement should identify the program's audience/stakeholders (including students), priorities, and functions, as well as align to SPC's mission.
- 2) Ensure outcomes address clearly defined, program-specific student learning through measurable approaches. Associates programs should include 2-3 PSLOs, while certificate programs should have 1-2 PSLOs, unless otherwise described by programmatic accrediting body. PSLOs are action-oriented statements of intended knowledge, skills, and values that are expressed from the students' perspective. These outcomes describe what the student will know or be able to do as a result of completing a specific educational program.
- 3) Measures should describe the method, tool, or process of determining if an outcome is met. Ideally, direct measures will be used to evaluate student learning. Direct measures may include specific exams or exam questions, essays or papers, portfolios, student presentations or demonstrations, performances, and projects.
- 4) Criteria should align to the outcome and measure and clarify expectations. Criteria describe the indicators that will represent successful outcome attainment.
- 5) Target provides the quantitative benchmark or value that indicates an appropriate level of success has been attained. Targets should align to the related outcome, measure, and criteria.

PROCESS AND DUE DATES: ACADEMIC ASSESSMENT

(Continued)

When: By January 31, all mid-year updates should be complete.

What: Available findings/results and status updates should be entered at this time.

When: By August 31, findings and related entries should be complete.

What: All outcome details should include disaggregated findings, as well as summary and analysis of actual results. Unmet targets or identifies weakness necessitate inclusion of gap analysis (how did the results fall short of stated target, what problems occurred that led to lower results than anticipated, etc.,) with action plan (strategic approach and steps to improve performance and/or to resolve emerging problems). Observed improvements should be noted; strategies for continuous improvement identified. Please make sure to request any data necessary with **IPRE between July 1st to August 1st to ensure ample time to receive your data in time for August 31st submission.**

Content and Steps:

Disaggregated findings are entered by course, instructional method, and/or location.

Actual Results (Summary/Analysis of Findings) are entered. These results should include a brief analysis related to trends, improvements, and/or impact.

Unmet targets should be addressed in the Use of Results (Identify Improvements and shortcomings field).

Gap Analysis/Action Plan created to address the unmet target and potential causes. Action plan should identify specific strategy or steps that will be implemented to improve results. * Gap analysis must be associated to Intended Results, Actual Results, and Use of Results. *(All associated fields accessed on the Program Outcome Details screen).



ATTACHMENTS:

UPLOADING ATTACHMENTS IN YOUR SPOL PLANS

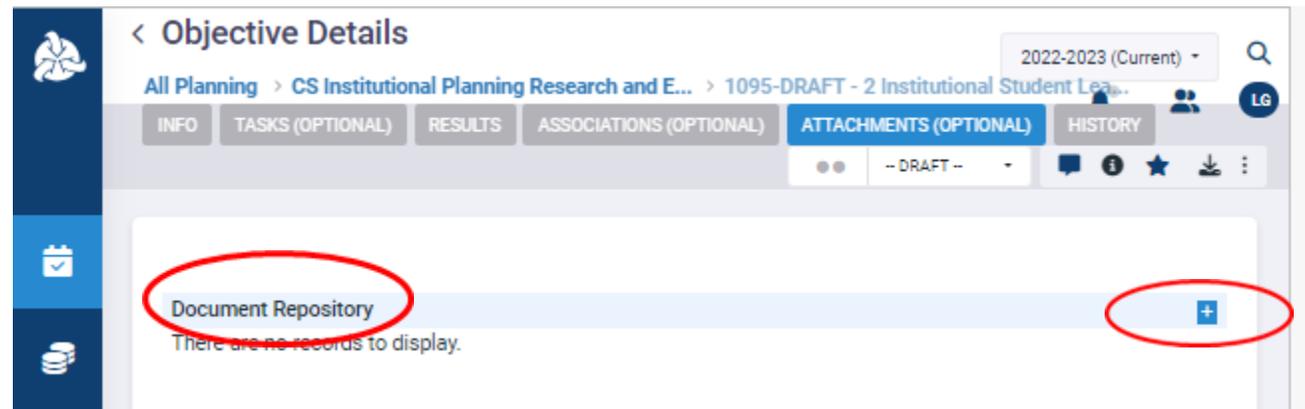
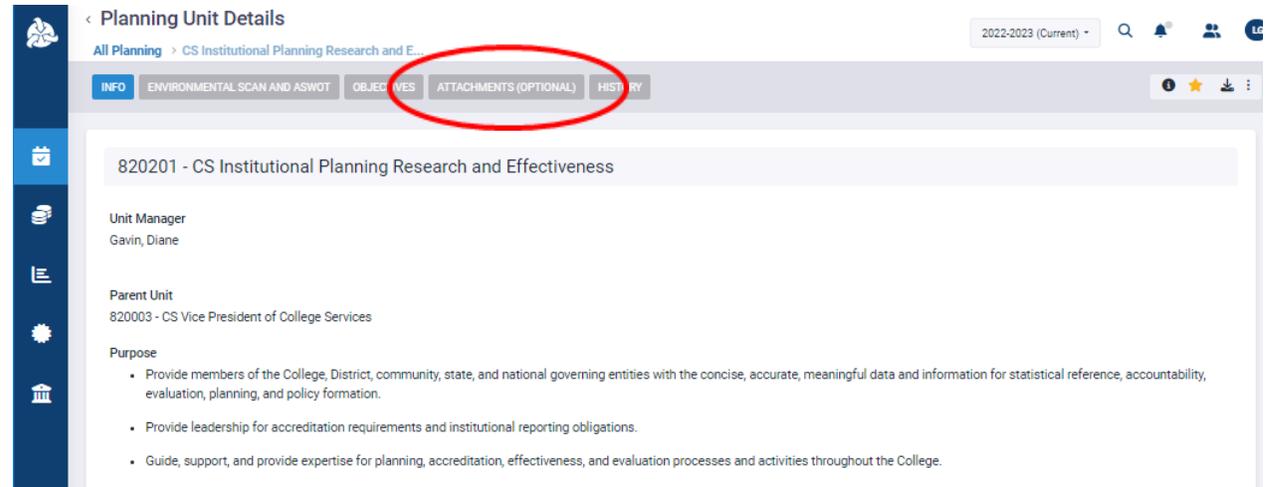
ATTACHMENTS IN UNIT PLANS AND ACADEMIC ASSESSMENT PLANS

You will see the Attachments icon in several screens throughout your Unit Plans and Academic Assessment Plans. Attachments are not required, but you may upload them for records or as evidence.

To upload an Attachment, click on **Attachments**.

Highlight **Document Repository**, and you will see the **+** icon.

To add an attachment, click on the **+** icon

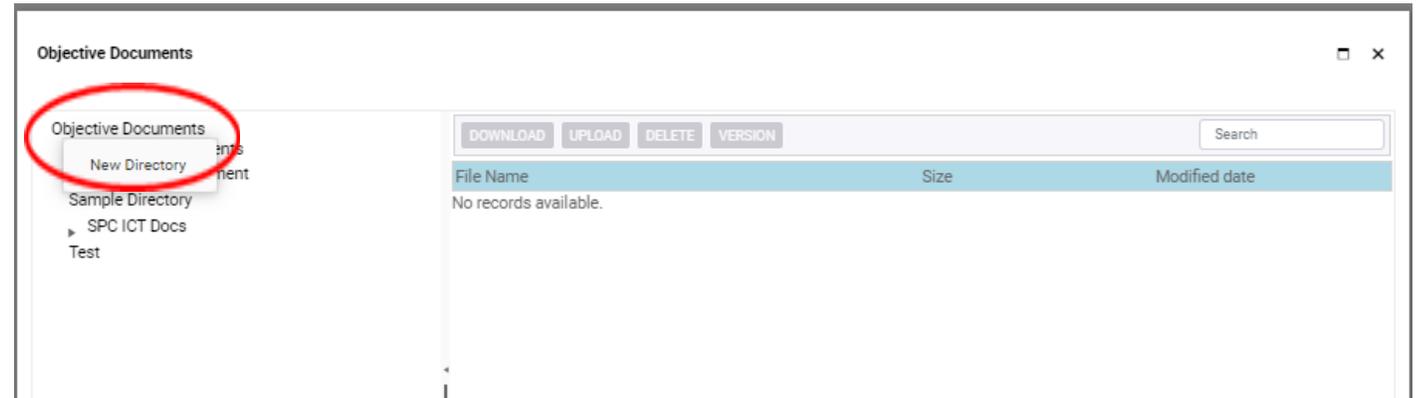


ADDING ATTACHMENTS IN UNIT PLANS

Right click on **Objective Documents** and select **New Directory**.

Click on the **New Directory** line to change the name to your preference. Once you change the name, click on **Upload** to attach/upload the document.

The steps are the same to attach files throughout the plan, where the **Attachments** icon is available.





SPOL REPORTING:

**DOWNLOADING OR PRINTING
YOUR SPOL REPORTS**

HOW TO DOWNLOAD OR PRINT PLANNING REPORTS

1) For Reports, select the icon highlighted in turquoise.



< Reports 2021-2022 (Current) 🔍 🔔 👤 SB

- ▼ Planning Reports
 - Enhanced Budget by Objective Type
 - Objective Approval Status
 - Objectives by Planning Unit and Status
 - Planning Units w/ Status Reports
 - Strategic Planning by Objective Purpose
 - Strategic Planning by Planning Unit
 - Institutional Effectiveness by Goal
 - Objective Impacting by Objectives
 - Objectives Impacting by Planning Unit
 - Planning Units w/o Status Reports
 - Strategic Planning by Objective Type
 - Strategic Planning by Unit Mgrs
 - Institutional Effectiveness by Planning Unit
 - Objective Summary by Institutional Goal
 - Planning Unit History
 - Strategic Planning by Institutional Goal
 - Strategic Planning by Planning Priorities
 - Task Details
- ▼ Budget Reports
 - Budget Detail and Forecast
 - Budget Forecast by Unit Manager
 - Budget Summary by Manager
 - Enhanced Budget Summary by Institutional Goal
 - GL Code Summary
 - Budget Detail by Account
 - Budget Manager
 - Enhanced Budget by / Account
 - Enhanced Budget with Objective and Task Detail
 - Summary by Function and Class
 - Budget Forecast by Type
 - Budget Notes
 - Enhanced Budget by GL Code
 - GL Code by Account
- ▼ Assessment Reports
 - Course Detail
 - Institutional Effectiveness by Service Area
 - Outcome Details by Program
 - Program Detail
 - Service Area Detail
 - Finding Detail
 - Institutional Outcome Detail
 - Outcome Details by Service Area
 - Program Outcome Detail
 - Institutional Effectiveness by Program
 - Measure Detail
 - Program Assessment Map
 - Rubric Detail
- ▼ Credentialing Reports
 - Certified to Teach by Course
 - Degrees Earned and Relevant Courses by Faculty
 - Credential Disciplines and Courses by Faculty
 - Faculty Roster
 - Credential Faculty By Institutional Course
- ▼ Accreditation Reports
 - Standard by Standard Description
 - Standards by User
 - Standard Detail
 - Standards by Narrative
- ▼ System Reports
 - Mission Statement
 - Planning Organization
 - User by Planning Unit
 - Parent / Child Planning Unit Details
 - Unit Managers
 - Parent / Child Planning Unit Summary
 - User by Permissions Group

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2) Select Strategic Planning by Planning Unit

PLANNING REPORTS – PARAMETERS

On the Report Parameters screen, select your planning unit from the dropdown menu, enter the parameters; then “View Report.”

The screenshot shows a web browser window titled "Strategic Planning by Planning Unit - Google Chrome". The address bar displays the URL: "stphilips.strategicplanningonline.com/ssrsreporting/SSRSReportViewer?ShowToolBar=Yes&ShowParameterPrompts=Yes&Bod...". The main content area is a form with various parameters for generating a report. The "Planning Units" dropdown menu is set to "CS Institutional Planning Research" and is circled in red. The "View Report" button is also circled in red. Other parameters include "Planning Year" (2021-2022 (Current)), "Purpose" (Include), "Institutional Goals" (Include), "Objective Types" (Exclude), "Task" (Exclude), "Intended Results" (Include), "Actual Results" (Include), "Gap Analysis" (Include), "Units Impacted" (Exclude), "Associated Outcomes" (Exclude), "Planning Unit Goals" (Include), "Selected Unit Goals" (Exclude), "Planning Priorities" (Include), "Assessment Measures" (Include), "Status" (Exclude), "Use of Results" (Include), "SWOT" (Exclude), "Associated Standards" (Exclude), and "Content Type" (Plain Text).

You may exclude the optional fields from your report (Objective Type, Task, Status, SWOT, Units Impacted, Associated Standards, and Associated Outcomes).

You will be able to save/print the report once it is produced. Ensure **Purpose, Planning Unit Goals, Institutional Goals, Planning Priorities, Assessment Measures, Intended Results, Actual Results, Use of Results, and Gap Analysis** (labelled Improvements/Action Plan in the platform) are included for each **Objective**.

*Planning ASWOT does not appear in any available Planning Reports

PLANNING REPORTS – SAMPLE REPORT PARAMETERS

Strategic Planning by Planning Unit - Google Chrome

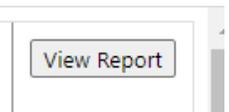
stphilips.strategicplanningonline.com/ssrsreporting/SSRSReportViewer?ShowTo

Planning Year	2021-2022 (Current) ▾	Planning Units	CS Institutional Planning Research ▾
Purpose	Include ▾	Planning Unit Goals	Include ▾
Institutional Goals	Include ▾	Selected Unit Goals	Exclude ▾
Objective Types	Exclude ▾	Planning Priorities	Include ▾
Task	Exclude ▾	Assessment Measures	Include ▾
Intended Results	Include ▾	Status	Exclude ▾
Actual Results	Include ▾	Use of Results	Include ▾
Gap Analysis	Include ▾	SWOT	Exclude ▾
Units Impacted	Exclude ▾	Associated Standards	Exclude ▾
Associated Outcomes	Exclude ▾	Content Type	Plain Text ▾

PLANNING REPORTS — SAVING THE REPORT

The screenshot shows a web interface for generating planning reports. At the top, there are various filter dropdowns for Planning Year (2021-2022), Planning Units (CS Institutional Planning Research), Purpose (Include), Institutional Goals (Include), Objective Types (Exclude), Task (Exclude), Intended Results (Include), Actual Results (Include), Gap Analysis (Include), Units Impacted (Exclude), Associated Outcomes (Exclude), Planning Unit Goals (Include), Selected Unit Goals (Exclude), Planning Priorities (Include), Assessment Measures (Include), Status (Exclude), Use of Results (Include), SWOT (Exclude), Associated Standards (Exclude), and Content Type (Plain Text). Below the filters is a navigation bar with a 'Save' icon (a floppy disk) circled in red. A dropdown menu is open from the 'Save' icon, listing various file formats: Word, Excel, PowerPoint, PDF (circled in red), TIFF file, MHTML (web archive), CSV (comma delimited), XML file with report data, and Data Feed. The main content area displays 'Strategic Planning Results' for Planning Unit ID 19, Unit Code 820201, and Planning Unit 'CS Institutional Planning Research and Effectiveness'. It includes a 'Unit Purpose' section with a bulleted list of goals and a 'Planning Unit Goals/ASWOT' section with a bulleted list of specific goals.

After parameters are entered, select **View Report** on the far right side of the screen.



The report will appear in the screen, and you will have the option to save by using the dropdown menu beside the Save/Disk icon.

Selecting PDF will provide the most readable version of the report.

You will receive an email with the file link to download, save, or print your report.

HOW TO DOWNLOAD OR PRINT ASSESSMENT REPORTS

For the most inclusive Assessment report
Outcome Details by Program is recommended.

▼ Planning Reports

- Enhanced Budget by Objective Type
- Objective Approval Status
- Objectives by Planning Unit and Status
- Planning Units w/ Status Reports
- Strategic Planning by Objective Purpose
- Strategic Planning by Planning Unit
- Institutional Effectiveness by Goal
- Objective Impacting by Objectives
- Objectives Impacting by Planning Unit
- Planning Units w/o Status Reports
- Strategic Planning by Objective Type
- Strategic Planning by Unit Mgrs
- Institutional Effectiveness by Planning Unit
- Objective Summary by Institutional Goal
- Planning Unit History
- Strategic Planning by Institutional Goal
- Strategic Planning by Planning Priorities
- Task Details

▼ Budget Reports

- Budget Detail and Forecast
- Budget Forecast by Unit Manager
- Budget Summary by Manager
- Enhanced Budget Summary by Institutional Goal
- GL Code Summary
- Budget Detail by Account
- Budget Manager
- Enhanced Budget by / Account
- Enhanced Budget with Objective and Task Detail
- Summary by Function and Class
- Budget Forecast by Type
- Budget Notes
- Enhanced Budget by GL Code
- GL Code by Account

▼ Assessment Reports

- Course Detail
- Institutional Effectiveness by Service Area
- Outcome Details by Program
- Program Detail
- Service Area Detail
- Finding Detail
- Institutional Outcome Detail
- Outcome Details by Service Area
- Program Outcome Detail
- Institutional Effectiveness by Program
- Measure Detail
- Program Assessment Map
- Rubric Detail

▼ Credentialing Reports

- Certified to Teach by Course
- Degrees Earned and Relevant Courses by Faculty
- Credential Disciplines and Courses by Faculty
- Faculty Roster
- Credential Faculty By Institutional Course

▼ Accreditation Reports

- Standard by Standard Description
- Standards by User
- Standard Detail
- Standards by Narrative

System Reports

- Mission Statement
- Planning Organization
- User by Planning Unit
- Parent / Child Planning Unit Details
- Unit Managers
- Parent / Child Planning Unit Summary
- User by Permissions Group

ASSESSMENT REPORTS — REPORT PARAMETERS

Program: A&S Associate of Arts

Outcome: AA 1 - PSLO 1: Critical Thinking, A&S

Planning Year: 2021-2022 (Current)

Show Institutional Goals: True False

Show Stakeholders: True False

Show Measures: True False

Show Intended Results: True False

Show Actual Results: True False

Show Gap Analysis: True False

Show Associated Standards: True False

Show Planning Years: True False

Show Program Goals: True False

Show Courses: True False

Show Measure Details: True False

Show Status Reports: True False

Show Use of Results: True False

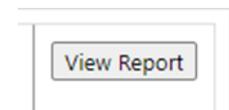
Show SWOT: True False

Show Associated Objectives: True False

View Report

From the dropdown menus, select the Program, Outcome (Select All is recommended) and Planning Year. Excluded fields may be indicated by changing the default True selection to False.

Then select View Report (located on the far right side of the screen).



OUTCOME DETAILS BY PROGRAM

The report will appear in the screen, and you will have the option to save by using the dropdown menu beside the Save/Disk icon.

Selecting PDF will provide the most readable version of the report.

You will receive an email with the file link to download, save, or print your report.

Program: A&S Associate of Arts | Outcome: AA 1 - PSLO 1: Critical Thinking, AA
Planning Year: 2021-2022 (Current)

Show Institutional Goals: True False
Show Stakeholders: True False
Show Measures: True False
Show Intended Results: True False
Show Actual Results: True False
Show Gap Analysis: True False
Show Associated Standards: True False

Show Planning Years: True False
Show Program Goals: True False
Show Courses: True False
Show Measure Details: True False
Show Status Reports: True False
Show Use of Results: True False
Show SWOT: True False
Show Associated Objectives: True False

1 of 3 | 100% | Find | N

Outcome Details By Program

A&S Associate of Arts

Program Description
The Associate of Arts is designed as the equivalent of the first half of a Baccalaureate Degree. It or may not satisfy the requirements of a specific transfer university. Please check with your advisor for requirements.

Mission Statement
The mission of the Associate in Arts Program at St. Philip's College is to provide students with an education and elective concentration develops the student's growth in communication, critical thinking, responsibility, teamwork, as well as quantitative and empirical skills.

Program-level Student Learning Outcomes	
Target	Actual Result
75.00%	73.55%

PSLO 1: Critical Thinking

Outcome Description

Word
Excel
PowerPoint
PDF
TIFF file
MHTML (web archive)
CSV (comma delimited)
XML file with report data
Data Feed



RUBRICS

UNIT PLANNING PROCESS RUBRIC
ACADEMIC ASSESSMENT RUBRIC

Planning Progress Rubric: Objectives, Measures, Intended Results/Targets

1 – Beginning	2 – Developing	3 – Good	4 – Exemplary
1. Objectives (Program and Unit-specific objectives)			
A. Clarity and Specificity			
No objectives stated.	Objectives present, but with imprecise verbs, vague description of content/skill/or attitudinal domain, and non-specificity. Ex. PO: Students pass. UO: Special tuition fees used.	Objectives generally contain precise verbs, rich description, and specification. Ex. PO: Improve student pass rates by 2%. UO: Special tuition fees used to improve student learning resources.	All objectives stated with clarity and specificity including precise verbs, rich description. Ex. PO: Improve student pass rates in MATH courses by 2% during the 2020-2021 academic period; UO: Special tuition fees used to improve student learning technology resources including interactive software and licensure exam tutorials.
2. Systematic method for evaluating progress on objectives			
A. Types of Measures			
No measures indicated	Objectives are not assessed via direct measures (only with indirect measures).	Most objectives assessed with direct measures (e.g., report).	All objectives assessed using at least one specific direct measure (e.g., grade distribution report; departmental special tuition budget report).
B. Relationship between measures and objectives			
Seemingly no relationship between objectives and measures.	At a superficial level, it appears the content assessed by the measures matches the objectives, but no explanation is provided.	General detail about how objectives relate to measures is provided.	Detail is provided regarding objective-to-measure match. Specific items are linked to objectives.
C. Specification of target/intended result for objectives			
No target/intended results for objectives	Statement of intended result, but no specificity (e.g., students will pass courses; students will perform better than last year; all special tuition fees used).	Intended result specified (e.g., 80% of [program] students will successfully pass MATH courses; 100% of special tuition fees will be used to provide student learning resources).	Intended result specified AND justified (e.g., 80% of [program] students will successfully pass MATH courses in order to achieve higher program completion during 2020-2021 cycle; 100% special tuition fees will be used by Aug. 31, 2021 to upgrade student learning technology resources in an effort to better prepare students to pass licensure exams).

Planning Actual Results and Improvement

1 – Beginning	2 – Developing	3 – Good	4 – Exemplary
3. Results of program assessment			
A. Presentation of results			
No results presented	Results are present, but it is unclear how they relate to the objectives or the desired results for the objectives.	Results are present, and they directly relate to the objectives and the desired results for objectives but presentation is sloppy or difficult to follow. Analysis may or may not be present.	Results are present, and they directly relate to objectives and the desired results for objectives, are clearly presented, and were derived by appropriate analyses.
B. Interpretation of Results			
No interpretation attempted	Interpretation attempted, but the interpretation does not refer back to the objectives or desired results of objectives. Or, the interpretations are clearly not supported by the methodology and/or results.	Interpretations of results seem to be reasonable inferences given the objectives, desired results of objectives, and methodology.	Interpretations of results seem to be reasonable given the objectives, desired results of objectives, and methodology. Interpretation includes how classes/ activities might have affected results.
4. Documents how results are shared with faculty/stakeholders			
No evidence of communication	Information provided to limited number of faculty/staff or communication process unclear.	Information provided to all faculty/staff, mode program meetings, e-mails) and details of communication clear.	Information provided to all faculty/staff, mode and details of communication clear. In addition, information shared with others such as advisory committees, other stakeholders, or to conference attendees.
5. Documents the use of results for improvement			
A. Program modification and improvement regarding student learning and development			
No mention of any modifications.	Examples of modifications documented but the link between them and the assessment findings is not clear.	Examples of modifications. (or plans to modify) documented and directly related to findings of assessment. However, the modifications lack specificity.	Examples of modifications (or plans to modify) documented and directly related to findings of assessment. These modifications are very specific (e.g., approximate dates of implementation and where in curriculum they will occur.)
B. Improvement of assessment process			
No mention of how this iteration of assessment is improved from past administrations.	Some critical evaluation of past and current assessment, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations.	Critical evaluation of past and current assessment, including acknowledgement of flaws; Plus evidence of some moderate revision, or general plans for improvement of assessment process.	Critical evaluation of past and current assessment, including acknowledgement of flaws; both present improvements and intended improvements are provided; for both, specific details are given. Either present improvements or intended improvements must encompass a major revision.

Assessment Progress Rubric

1 – Beginning	2 – Developing	3 – Good	4 – Exemplary
1. Student-centered learning outcomes			
A. Clarity and Specificity			
No outcomes stated/ no outcomes stated in student-centered terms.	Outcomes present, but with imprecise verbs (e.g., know, understand), vague description of content/skill/or attitudinal domain, and non-specificity of whom should be assessed (e.g., “students”); some outcomes stated in student-centered terms. Ex. Students will understand ethical decision-making.	Outcomes generally contain precise verbs, rich description of the content/skill/or attitudinal domain, and specification of whom should be assessed (e.g., “students enrolled in the Computer Engineering Technology program”); most outcomes stated in student-centered terms. Ex. Associate of Arts students will connect choices, actions, and consequences to ethical decision-making.	All outcomes stated with clarity and specificity including precise verbs, rich description of the content/skill/or attitudinal domain, and specification of whom should be assessed (e.g., “graduating students in the Office Systems Technology program”); outcomes stated in student-centered terms (i.e., what a student should know, think, or do). Ex. Upon completion of the Associate of Arts Program, graduating students will connect choices, actions, and consequences to ethical decision-making. Ethical issues – Students recognize ethical issues in the social context of problems. Perspectives – Students analyze alternative ethical perspectives and predict the consequences related to the situation. Values – Students assess their own ethical values and identify the origin of their values.
2. Course/learning experiences that are mapped to outcomes			
No activities/courses listed.	Activities/courses listed but link to outcomes is absent.	Most outcomes have classes and/or activities linked to them.	All outcomes have classes and/or activities linked to them.
3. Systematic method for evaluating progress on outcomes			
A. Types of Measures			
No measures indicated	Outcomes are not assessed via direct measures (only with indirect measures such as graduation/employment rates).	Most outcomes assessed with direct measures (student essay, quiz/test, project).	All outcomes assessed using at least one specific direct measure (e.g., student presentation or portfolio, final essay, safety skills demonstration).
B. Relationship between measures and outcomes			
Seemingly no relationship between outcomes and measures.	At a superficial level, it appears the content assessed by the measures matches the outcomes, but no explanation is provided.	General detail about how outcomes relate to measures is provided.	Detail is provided regarding outcome-to-measure match. Specific items are linked to outcomes.
C. Specification of criteria and desired targets for outcomes			
No criteria and desired target for outcomes	Statement of criteria and desired target, but no specificity (e.g., Students will grow; students will perform better than last year)	Criteria and desired target specified. (e.g., Students will score above a faculty-determined standard of 70%).	Criteria and desired target specified AND justified. (e.g., Students will score at least 72% on mid-term exams during the 2020-2021 academic period after meeting the 70% threshold for 3 consecutive years).

Assessment Findings and Improvement

1 – Beginning	2 – Developing	3 – Good	4 – Exemplary
4. Findings of program assessment			
A. Presentation of findings			
No findings presented	Findings are present, but it is unclear how they relate to the outcomes or the desired findings for the outcomes.	Findings are present, and they directly relate to the outcomes and the desired findings for outcomes but presentation is sloppy or difficult to follow. Statistical analysis may or may not be present.	Findings are present, and they directly relate to outcomes and the desired findings for outcomes, are clearly presented, and were derived by appropriate statistical analyses.
B. Interpretation of Findings			
No interpretation attempted	Interpretation attempted, but the interpretation does not refer back to the outcomes or desired findings of outcomes. Or, the interpretations are clearly not supported by the methodology and/or findings.	Interpretations of findings seem to be reasonable inferences given the outcomes, desired findings of outcomes, and methodology.	Interpretations of findings seem to be reasonable given the outcomes, desired findings of outcomes, and methodology. Interpretation includes how classes/ activities might have affected findings.
5. Documents how findings are shared with faculty/stakeholders			
No evidence of communication	Information provided to limited number of faculty or communication process unclear.	Information provided to all faculty, mode program meetings, e-mails) and details of communication clear.	Information provided to all faculty, mode and details of communication clear. In addition, information shared with others such as advisory committees, other stakeholders, or to conference attendees.
6. Documents the use of findings for improvement			
A. Program modification and improvement regarding student learning and development			
No mention of any modifications.	Examples of modifications documented but the link between them and the assessment findings is not clear.	Examples of modifications. (or plans to modify) documented and directly related to findings of assessment. However, the modifications lack specificity.	Examples of modifications (or plans to modify) documented and directly related to findings of assessment. These modifications are very specific (e.g., approximate dates of implementation and where in curriculum they will occur.)
B. Improvement of assessment process			
No mention of how this iteration of assessment is improved from past administrations.	Some critical evaluation of past and current assessment, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations.	Critical evaluation of past and current assessment, including acknowledgement of flaws; evidence of some moderate revision, or general plans for improvement of assessment process.	Critical evaluation of past and current assessment, including acknowledgement of flaws; both present improvements and intended improvements are provided; for both, specific details are given. Either present improvements or intended improvements must encompass a major revision.