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Assessment Newsletter

Assessment Matters
@ NLC

Winter 2016 Edition

The Assessment Newsletter is a communication tool used to provide the NLC community with practical, helpful, and timely assessment news, ideas, and resources. The publication is designed to help transition the college from theory to practical applications of assessment. This Assessment Newsletter is produced four times a year.



Employee Development Day - October 28, 2015



ALAMO
COLLEGES

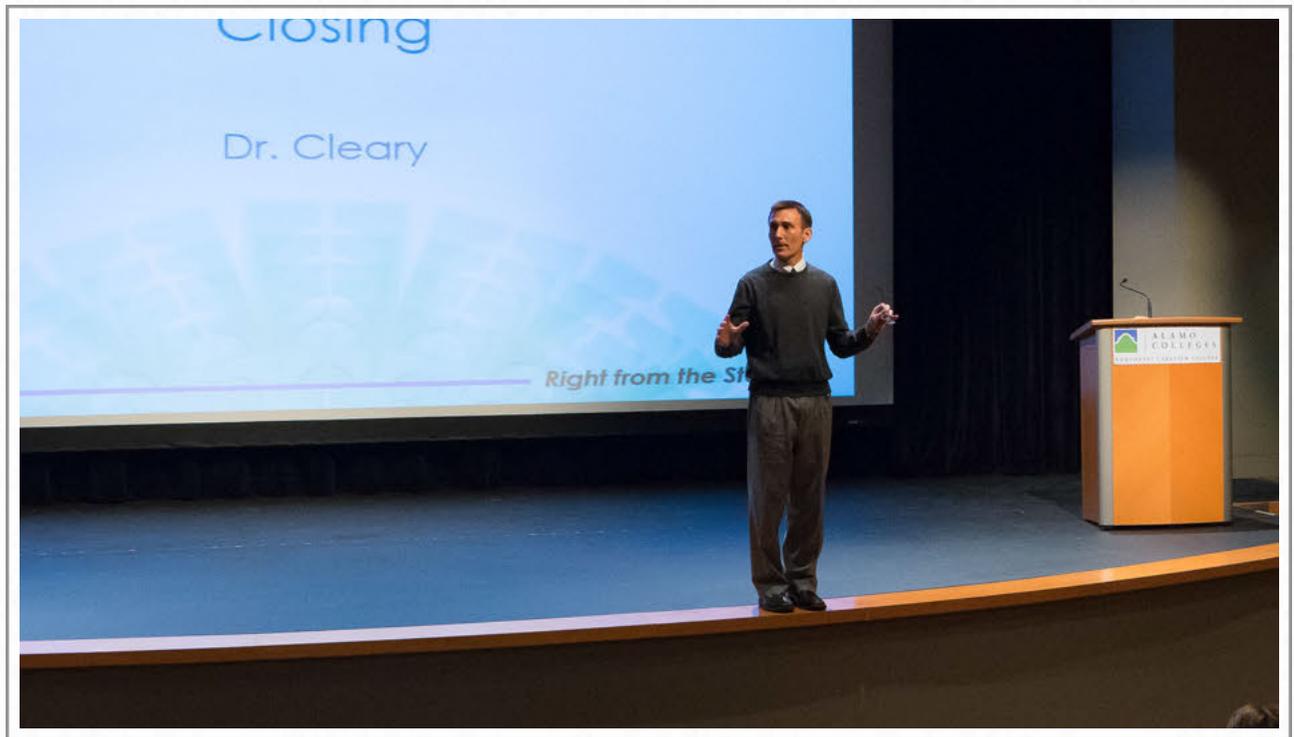
NORTHEAST LAKEVIEW COLLEGE

NLC Mission Statement

Northeast Lakeview College is a public community college within the system of Alamo Colleges, established in partnership with its communities, that is focused on student success through the offering of Associate degrees and continuing education, promoting engagement in civic activities and organizations, and encouraging participation in cultural and enrichment programs.

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Dr. Cleary provides closing remarks at Spring 2016 Convocation

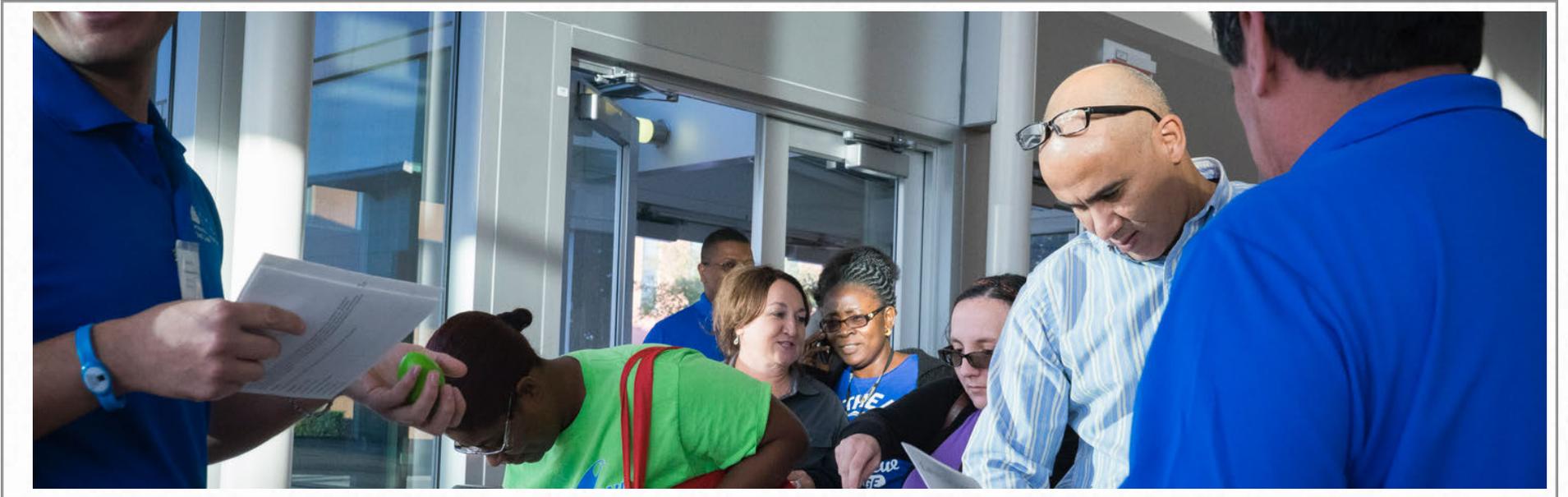
Content in this publication is generated from the Assessment Committee, Institutional Research, and the Public Relations Office.

President's Message

It is with great excitement that I welcome the Northeast Lakeview College community to the start of another academic semester. As we settle into the Spring semester, we reflect on the highlights of 2015 and approach 2016 with a sense of excitement. Our upcoming candidacy site visit is a significant milestone for this institution and I want to thank everyone for the hard work and team effort put in over these last few months.

Additionally, your commitment to student success is evident by the continued increase in completion and graduation rates. Thank you for putting *students first*. Let's have a great Spring 2016 semester.

Dr. Thomas Cleary
Interim President
Northeast Lakeview College



“The ultimate goal of these focused group sessions was to develop a strategic road map which defines the value-added of a NLC learning experience,”

Strategic Planning Steering Committee.

Employee Development Day Focuses on Strategic Planning

Northeast Lakeview College hosted Employee Development Day on October 28. The morning session centered on strategic planning and included a general session that provided an update on the progress of the institution’s new strategic plan. Employees then participated in focused groups to discuss, provide feedback, and further refine the first draft of proposed strategic plan Beyond Year 2015. The afternoon offered focused sessions for staff and faculty, including an open forum for each constituent group.

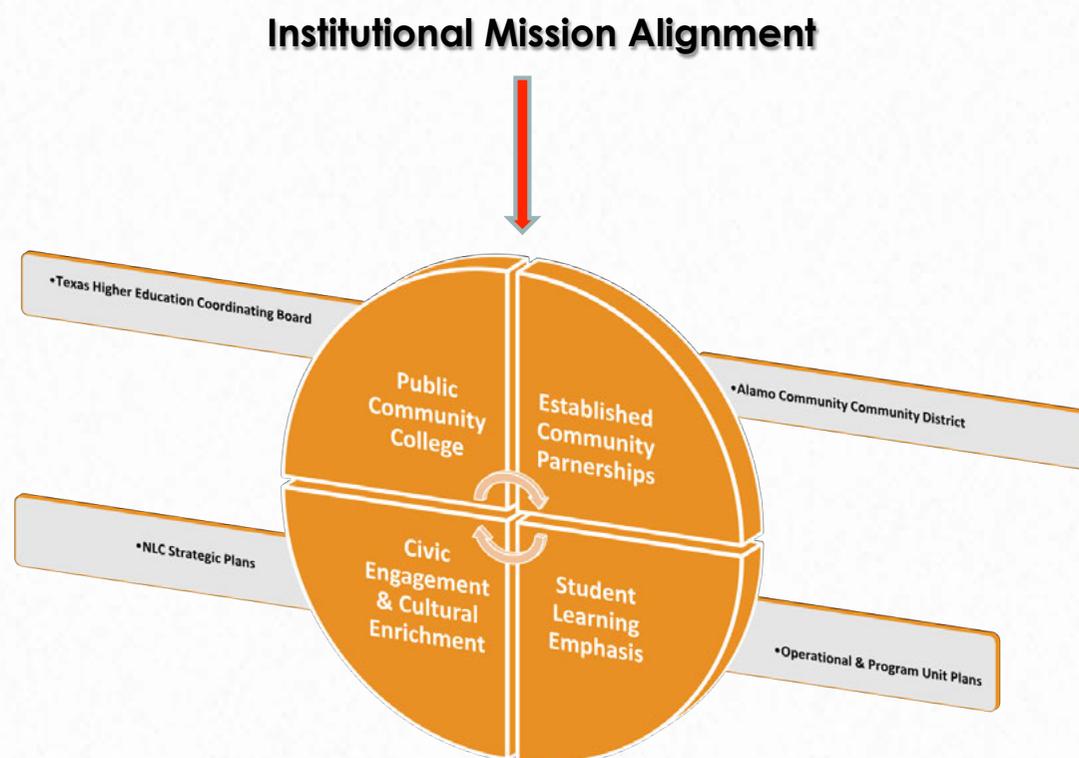
Employee Development Day is held annually and provides an opportunity for both continuous improvement and professional development activities.



Updated Strategic Plan Taking Shape

The Northeast Lakeview College inaugural Strategic Plan was developed as a three-year plan (2012-2015). The document is currently being reviewed, revised, and updated to reflect the next term cycle for the institution. The process to update the college's strategic plan began in Spring 2015 and has included engagement by both internal and external stakeholders. In conjunction with a consultant, members of the Northeast Lakeview College Strategic Planning Committee developed a report and ranked strategic items based on feedback received from internal and external work sessions. At Employee Development Day, the internal college community then refined these outcomes. Emphasis was placed on the identification of tactical resources to support selected strategic initiatives.

The graph below represents institutional mission alignment and demonstrates how all units work together through the strategic planning and continuous improvement process in support of the institutional mission and our overarching goal of student success.



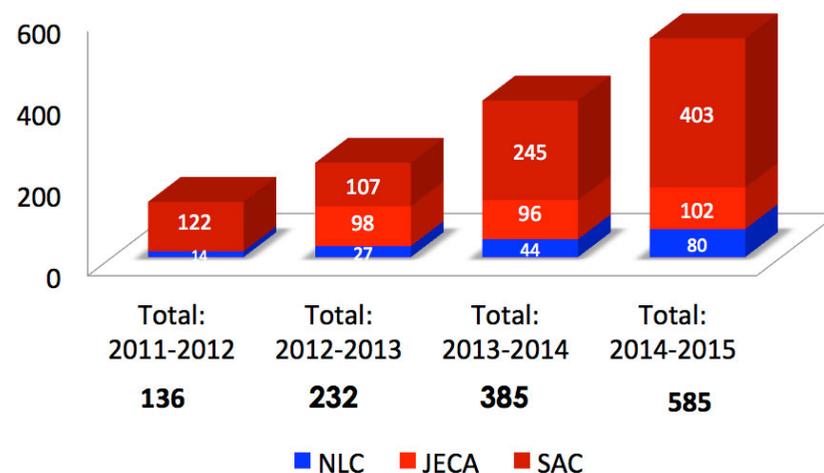
As NLC's new strategic plan is being finalized, the current plan was extended through 2016 as we transition to the new Strategic Plan.

This transition year will allow the requisite time needed to incorporate all the feedback provided by our stakeholders and to identify and prioritize our most important strategic goals and objectives. An update on the Strategic Planning Process was provided to the college community at Spring 2016 convocation.

NLC Surpasses Graduation Goals

Congratulations to the Northeast Lakeview College faculty, staff and administration for your efforts in helping NLC exceed its goal of 67 graduates this past year, certifying 80 graduates in October 2015. Additionally, 102 JECA graduates and 403 SAC @NLC students received associate degrees. The graph demonstrates the continued increase in completion and graduation rates since 2011. Northeast Lakeview College is projecting 90 graduates for the 2015-2016 year.

Number of Degrees



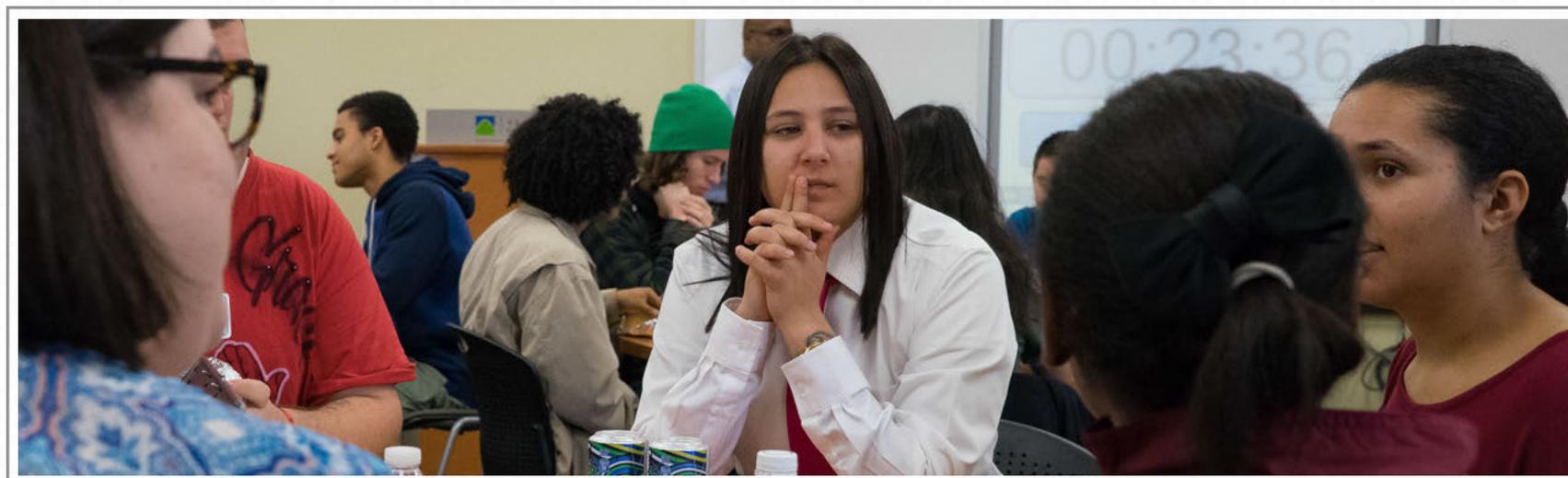
Students Participate in Feedback Session

Chancellor Bruce Leslie, in conjunction with the Alamo Colleges Student Government Association, hosted a dialogue and listening session at NLC on November 12. Similar forums have been held at each of the other Alamo Colleges. In small table discussions, students were asked the questions below:



- *What are the three most important issues affecting students at the Alamo Colleges?*
- *What can we do as a community to address them?*
- *If you had to pick a top (priority) issue affecting students, which would it be and why?*

Student Trustee Sami Adames facilitated the report-out portion of the session. Feedback from each of the sessions will be compiled into one report and shared with the Alamo Colleges community.





Strategic planning session, September 2015

College Preps for SACSCOC Candidacy Site Visit

As NLC prepares for its SACSCOC Candidacy Site Visit in February 2016, a series of workshops were hosted during Fall 2015.

These all-college workshops began in September 2015 and are designed to provide an overview of the various standards and expectations found in NLC's candidacy application. Additionally, Northeast Lakeview College updated its application as part of the candidacy site visit process. A candidacy site visit is the next major milestone in the institution's accreditation journey.

Continuous Improvement Process in Action

On October 16, NLC hosted Instructional & Non-Instructional Review presentations that are part of the college's continuous improvement cycle. Open to the college community, the presentations provided an avenue for a cross-college understanding of the different college units, resources, and action plans developed by each area. Instructional & Non-Instructional Reviews are conducted for the periodic evaluation of NLC programs and services that reflect the Mission, Institutional Goals, and Strategic Plan of the college. Units from each of the college's administrative areas are identified annually and will provide updates to the college community on a five-year rotation. Units are currently establishing baseline data for trending and comparison analysis.



Fall 2015 Scoring Day Results

On December 11, 2015 nearly all Northeast Lakeview College full-time faculty and several adjunct instructors met to score common assignments. The purpose behind this activity is to demonstrate student learning of the most ubiquitous learning outcomes at NLC which include Critical Thinking and Communications Skills. According to the Texas Higher Education Coordinating Board (THECB), all core courses taught by Texas public colleges will address these skills directly. At the December 2015 session, NLC faculty scored 766 student artifacts from 14 courses created to show Communication Skills and 531 Critical Thinking artifacts from 14 courses.

This is NLC's 3rd Scoring Day session and highlighted information and some comparisons can be found in the charts on p. 7-8.

Chart 1 - The map below links selected courses with the learning outcomes measured

2015-16 Selected Course Map

PROGRAM OUTCOMES: Upon completing the degree requirements at Northeast Lakeview College, students will demonstrate:		Communication	Mathematics	Sciences	Language, Philosophy & Culture	Creative Arts	American History	Government	Social & Behavioral Sciences
Common	CRITICAL THINKING: creative thinking, innovation, inquiry, as well as analysis, evaluation and synthesis of information		MATH 1314 MATH 1350 MATH 1351	BIOL 1308 CHEM 1305 CHEM 1405	PHIL 2306 PHIL 1301	ARTS 1301 DRAM 1310 MUSI 1306			
	COMMUNICATION SKILLS: effective development, interpretation and expression of ideas through written, oral and visual communication	ENGL 1301 ENGL 1302 SPCH 1311					HIST 1302 HIST 1301	GOVT 2305 GOVT 2306	ECON X30X SOCI 1301 PSYC 2301
	EMPIRICAL & QUANTITATIVE SKILLS (2016-17): the ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions								
	TEAMWORK (2017-2018): the ability to consider different points of view and to work effectively with others to support a shared purpose or goal								
AA	SOCIAL RESPONSIBILITY (2017-18): intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities								
	PERSONAL RESPONSIBILITY (2016-17): the ability to connect choices, actions and consequences to ethical decision making								
AAT	LEARNING PERSPECTIVES* (2016-17): an understanding of ethical, legal, philosophical and historical perspectives in a diverse learning environment								
	INSTRUCTIONAL PLANNING* (2017-18): the ability to apply educational concepts and research to instructional planning								
AS	DATA AND TECHNOLOGICAL SKILLS* (2016-17): the ability to utilize current technology to collect and analyze empirical, quantitative, and qualitative data to promote understanding of scientific and mathematical concepts								
	SCIENTIFIC COMMUNICATION* (2017-18): the ability to apply and effectively communicate scientific knowledge and its relationship to real-world applications								

*Courses designated to produce artifacts for AAT or AS-specific program learning outcomes will produce artifacts for common program learning outcomes in cycles where specific outcomes are not in the rotation.

TABLE 14: Fall 2014 to Spring 2015 to Fall 2015 Comparison
Program Learning Outcomes: Associate of Arts Program

Effect of Action Plans – Associate of Arts					
Students Demonstrate:	Fall 2014	Spring 2015	Evaluation of Improvements	Fall 2015	Change
Program Outcome: Critical Thinking Skills					
Overall	2.75	2.69	Social Sciences: The step-by-step process used to analyze case studies was effective, and it is especially important among online students. Faculty found that instructing students to find original sources improved the quality of the artifacts in spring and was repeated. BCHP: Psychology faculty found that student demonstrated better skills if the common assignment was preceded by earlier critical thinking exercises to develop the competency; this was continued.	2.71	+.02
Explanation of issues	2.96	2.93		2.94	+.01
Evidence	2.95	2.66		2.87	+.19
Position/Analysis	2.54	2.63		2.53	-.10
Conclusions	2.56	2.55		2.49	-.06
Program Outcome: Communication Skills					
Overall	2.48	2.49	English: Faculty clarified the assignment greatly and gave the Supporting Material criterion a great deal more scrutiny. Attention to improving the ability of students to use sources must continue. Social Sciences: Faculty achieved greater success among students by introducing exercises to critique others' work as a method to improve their own communication skills.	2.63	+.14
Organization and Delivery	2.48	2.62		2.79	+.17
Mechanics	2.47	2.43		2.75	+.32
Supporting Material	2.29	2.23		2.36	+.13
Central Message	2.70	2.68		2.63	-.05

Chart 2, 3, 4 –
Demonstrate the
learning outcomes
results (by degree) since
inaugural Scoring Day in
Fall 2014

TABLE 15: Fall 2014 to Spring 2015 to Fall 2015 Comparison
Program Learning Outcomes: Associate of Arts in Teaching Program

Effect of Action Plans – Associate of Arts in Teaching					
Students Demonstrate:	Fall 2014	Spring 2015	Evaluation of Improvements	Fall 2015	Change
Program Outcome: Critical Thinking Skills					
Overall	1.84	2.54	Social Sciences: The step-by-step process used to analyze case studies was effective, and it is especially important among online students. Faculty found that instructing students to find original sources improved the quality of the artifacts in spring and was repeated. BCHP: Psychology faculty found that student demonstrated better skills if the common assignment was preceded by earlier critical thinking exercises to develop the competency; this was continued.	2.68	+.14
Explanation of issues	2.00	2.89		2.89	+.00
Evidence	1.98	2.72		2.69	-.03
Position/Analysis	1.71	2.39		2.49	+.10
Conclusions	1.71	2.17		2.64	+.47
Program Outcome: Communication Skills					
Overall	2.25	2.48	English: Faculty clarified the assignment greatly and gave the Supporting Material criterion a great deal more scrutiny. Attention to improving the ability of students to use sources must continue. Social Sciences: Faculty achieved greater success among students by introducing exercises to critique others' work as a method to improve their own communication skills.	2.65	+.17
Organization and Delivery	2.02	2.56		2.84	+.28
Mechanics	2.26	2.58		2.68	+.10
Supporting Material	2.19	2.08		2.36	+.28
Central Message	2.52	2.71		2.72	+.01

TABLE 16: Fall 2014 to Spring 2015 to Fall 2015 Comparison
Program Learning Outcomes: Associate of Science Program

Effect of Action Plans – Associate of Science					
Students Demonstrate:	Fall 2014	Spring 2015	Evaluation of Improvements	Fall 2015	Change
Program Outcome: Critical Thinking Skills					
Overall	2.58	2.51	Social Sciences: The step-by-step process used to analyze case studies was effective, and it is especially important among online students. Faculty found that instructing students to find original sources improved the quality of the artifacts in spring and was repeated. BCHP: Psychology faculty found that student demonstrated better skills if the common assignment was preceded by earlier critical thinking exercises to develop the competency; this was continued.	2.77	+.26
Explanation of issues	2.84	2.71		2.87	+.16
Evidence	2.47	2.38		2.88	+.50
Position/Analysis	2.47	2.46		2.70	+.24
Conclusions	2.58	2.48		2.63	+.15
Program Outcome: Communication Skills					
Overall	2.37	2.41	English: Faculty clarified the assignment greatly and gave the Supporting Material criterion a great deal more scrutiny. Attention to improving the ability of students to use sources must continue. Social Sciences: Faculty achieved greater success among students by introducing exercises to critique others' work as a method to improve their own communication skills.	2.43	+.02
Organization and Delivery	2.51	2.49		2.61	+.12
Mechanics	2.32	2.44		2.48	+.04
Supporting Material	2.13	2.15		2.20	+.05
Central Message	2.51	2.56		2.44	-.12

In the next issue

- Highlights from SACSCOC
- A graduation update