

Lamar State College - Orange (LSC-O)

Submitted: March 1, 2024

8.2.b 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 Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs, (*Student outcomes: general education*)

Compliance Status: Compliant

Narrative

Lamar State College - Orange (LSC-O) identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs and affirms compliance with Comprehensive Standard 8.2.b.

Institutional Overview

As detailed in Core Requirement 7.1 [1], LSC-O's [2] commitment to Continuous Quality Improvement (CQI) is predicated on the achievement of Student Success [3] and its desire to "be the college of choice serving Southeast Texas and Southwest Louisiana." [4] As memorialized in its statement of purpose, "Lamar State College-Orange transforms lives and communities through the continual pursuit of academic, professional, and personal excellence. We provide new and unique opportunities for growth and success. We are the bridge connecting those we serve to a bright, Orange future." [5]

This Vision and Mission Statement are strengthened and further enumerated in the college's Core Values [6]:

Core Values

- **Quality:** Providing excellence through education
- **Growth:** Building a shared vision of opportunity and advancement
- **Service:** Meeting the needs of the communities we serve
- **Innovation:** Creating an array of unique educational opportunities
- **Success:** Achieving personal and professional goals

These five (5) Core Values are foundational to the college's current Strategic Plan [7] approved by TSUS [8], which is made up of five (5) Goal Statements [9] and operationalized using multiple Strategies, Outcomes, and Targets [10]:

Strategic Plan Goal Statements:

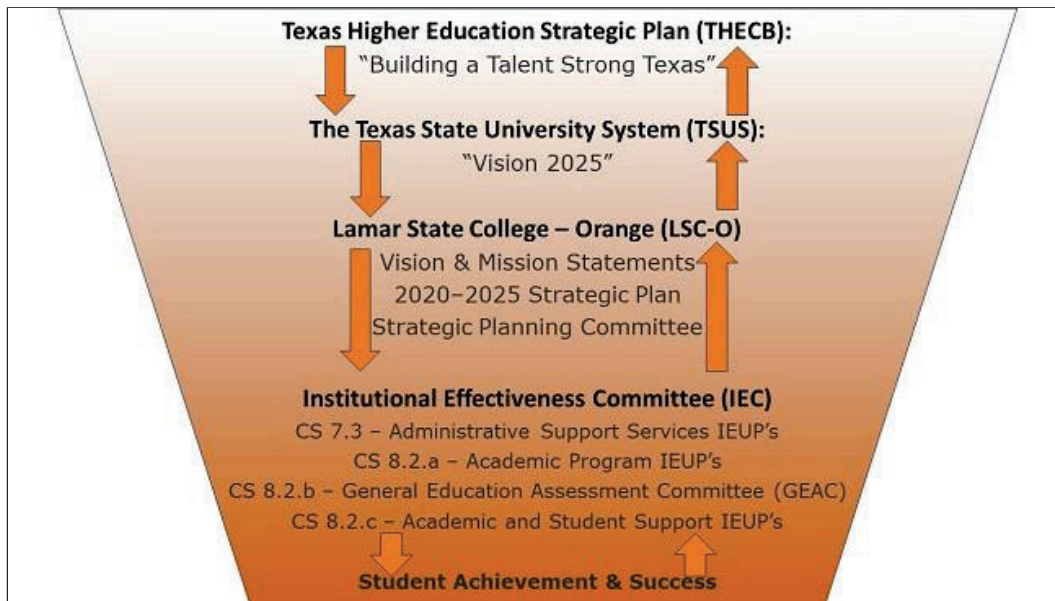
- **Goal 1:** Lamar State College-Orange will provide programs and services that meet the highest standards of excellence (**derived from core value of Quality**).
- **Goal 2:** Lamar State College-Orange will engage our students and a wide circle of partners to build and realize a shared vision of opportunity and advancement for a bright Orange future (**derived from core value of Growth**).
- **Goal 3:** Lamar State College-Orange will continually strive to meet the growing and changing needs of our students, local business and industry partners, and area school districts (**derived from core value of Service**).
- **Goal 4:** Lamar State College-Orange will create and continually adapt a broad array of educational opportunities to help our students and community respond to the challenges posed by an ever-changing world (**derived from core value of Innovation**).
- **Goal 5:** Lamar State College-Orange will lead our students and the members of our community to achieving their personal and professional goals (**derived from core value of Success**).

LSC-O's Strategic Planning Goals are operationalized by the linking to Strategies (SPS), Outcomes (SPO), and Targets (SPT) that can be utilized to gauge success and goal completion [11].

New courses approved by the LSC-O Curriculum Committee illustrate this student success journey, as they are organized around student learning outcomes rather than course objectives. The courses also are organized around student learning activities that lead to an outcomes assessment of the specific learning outcome which are part of the Master Syllabus [12] required for every LSC-O Core Curriculum course [13] and which will also be implemented for all Career & Technical Education (CTE) courses in the 2024-25 Academic Year.

Graphic 8.2.1 below shows the hierarchical relationship between LSC-O's strategic planning and assessment efforts to the THECB "Building a Talent Strong Texas" Strategic Plan, the TSUS Vision 2025 Strategic Plan, and LSC-O Student Achievement and Success.

Graphic 8.2.1 [14]



Office of Institutional Effectiveness & Research[15]

The purpose of the Office[16] of Institutional Research & Effectiveness (OIRE) is to provide support[17] for institution-wide planning, assessment, evaluation, and evidence-based improvements in order to enhance student learning and ensure the college is accomplishing its mission.[15]

Institutional Effectiveness Committee (IEC) Structure, Purpose, Review and Approval Process

The Institutional Effectiveness Committee (IEC) partners with faculty and staff across all divisions and departments on the development and assessment of student learning outcomes (SLOs), as well as the assessment of administrative, educational, and student support units. The IEC reviews the institution's assessment processes with specific attention to how effectively units are achieving the College's mission and goals and how results from the assessment of institutional goals and priorities inform planning and resource allocations. The IEC also facilitates the process by which departments and programs report progress on institutional initiatives that have received additional funding. The IEC is additionally responsible for maintaining and monitoring the relevant criteria related to SACSCOC standards.

The IEC reports semi-annually to the Executive Vice President Academic and Student Affairs/Provost (EVP/P) and provides an annual IEC Assessment Report to the Provost's Leadership Team for review and approval prior to sending to the President's Cabinet for final review and approval, before being disseminated to all campus stakeholders.

Standing members of the IEC include the Dean of Institutional Effectiveness and Educational Support, Director of Institutional Research and Effectiveness, Accreditation and Assessment Specialist, Dean of Academic, Technical, and Workforce Studies, Dean of Nursing and Health Professions, Associate Dean of Technical Studies, Associate Dean of Workforce Education, Division Directors, Department Chairs, and Program Directors.

Systematic Review of Institutional Goals and Outcomes consistent with LSC-O's mission

Institutional Effectiveness (IE) at LSC-O works as the ongoing, cyclical process by which the institution, its divisions, its degree and certificate programs, and its administrative units gather, analyze, and use data to ascertain how well the college is accomplishing its mission. Outcomes-based assessment results are used to make continuous quality improvements throughout the institution.

Core Requirement 7.1 (Institutional planning)

As noted in LSC-O's IE Handbook[18], IE is an acronym for Institutional Effectiveness, refers to "an ongoing, comprehensive, and integrated research-based planning and evaluation process that (a) focuses on institutional quality and effectiveness and (b) incorporates a systematic review of institutional goals and outcomes consistent with its mission." (SACSCOC Resource Manual, 2018, p. 56). It is a continuous process of planning, assessing, reviewing results, and using results for ongoing improvement.

LSC-O's Institutional Effectiveness (IE) Model provides a visual representation of the college's continuous quality improvement (CQI) process that is adhered to annually. **Graphic 8.2.b** portrays LSC-O's current Institutional Effectiveness Model.



[19]

Graphic 8.2.b[19]: Lamar State College - Orange Institutional Effectiveness Model

As shown in the Institutional Effectiveness (IE) Model, LSC-O’s mission[20] is at its heart of the model. The IE Model is further segmented into five broad components including:

1. Goal Setting,
2. Defining of Outcomes,
3. Development of Measures and Strategies,
4. Collecting and Analyzing Results, and
5. Using Results for Continuous Quality Improvement (CQI).

The LSC-O mission is at the center of both the IE Model and the institution’s activities as the guiding statement describing where the institution would like to see itself, and its core values which are the attitudes, standards, and principles which faculty, staff, and administration have determined to be important. The college also embraces the design and implementation of a Quality Enhancement Plan[21] (QEP) to enhance student learning. Once this cycle is completed, assessment results from the previous year’s data and information propel the following year’s planning and budgeting. Additionally, the College also utilizes a planning timetable (Table 8.2.1) which provides specific dates for carrying out major parts of the IE Model.

Table 8.2.1 Institutional Effectiveness Timetable

Target Date	Institutional Effectiveness Unit Plan (IEUP)
July 2022	Finalize FY19-21 Unit Plans; Follow up on FY22-24 Unit Plans
August 2022	FY22 Unit Plan assessment results due by 8/31
September 2022	New fiscal year begins – Administrative and Educational Outcome Assessment Plans are implemented
January 2023	Review Unit Plan for mid-year progress
March 2023	Budget Preparation for FY24 expenses
July 2023	FY23 Unit Plan assessment results due by 7/31
September 2023	New fiscal year begins – Administrative and Educational Outcome Assessment Plans are implemented
January 2024	Review Unit Plan for mid-year progress
March 2024	Budget Preparation for FY25 expenses
May 2024	Unit Plans for FY25-27 due by 5/31. Plans should be in alignment with the new Campus Strategic Plan
July 2024	FY24 Unit Plan assessment results due by 7/31
September 2024	New fiscal year begins – Administrative and Educational Outcome Assessment Plans are implemented
January 2025	Review Unit Plan for mid-year progress

Comprehensive Standard 8.2.b (Student outcomes: general education)

General Education[22] at LSC-O is the broad-based foundational course of study that is essential for all disciplines that develop intellectual competencies needed for students to acquire the breadth of knowledge which is the touchstone for life-long learning and success. According to the Texas Higher Education Coordinating Board (THECB), “Given the rapid evolution of necessary

knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life.”[23]

The state-wide core objectives are:

1. critical thinking skills,
2. communication skills,
3. empirical and quantitative skills,
4. teamwork,
5. social responsibility, and
6. personal responsibility.

To assess student learning of these core objectives, LSC-O’s General Education Assessment Committee[24] (GEAC) has chosen[25] to utilize four assessment measures to gauge[26] the extent (GEAC Annual Reports – 2022-2023[27], 2020-2021[28], AND 2018-2019[29]) to which students are meeting the core objectives. These assessment measures are six general education rubrics, the Collegiate Assessment of Academic Proficiency (CAAP), the Community College Survey of Student Engagement (CCSSE), and the LSC–O Exit Interview.

The stated purpose of the LSC-O’s General Education Assessment Committee[30] is to assist the Office of Institutional Research and Effectiveness and the Office of the Dean of Academic and Technical Studies[31] in General Education Outcomes Assessment (GEAC) by reviewing the effectiveness of LSC-O’s Core Curriculum[22]. The functions of the GEAC also assure continued compliance with requirements for general education assessment and reporting established by the State[32] of Texas[33], the Texas State University System, the Texas Higher Education Coordinating Board[34], and the Southern Association of Colleges and Schools Commission on Colleges.

Table 8.2.2 illustrates the operation of the GEAC and its use of a General Education (Core Curriculum) Artifact Collection and Assessment Timetable.

Table 8.2.2

General Education (Core Curriculum) Artifact Collection[35] and Assessment Timetable[36]
LSC-O Core Curriculum Course Assessment Map[37]
GEAC - February 17, 2023 minutes[38]
GEAC October 14, 2022 minutes[39]
GEAC September 16, 2022 minutes[40]
GEAC August 04, 2021 minutes[41]

Improvements Resulting From LSC-O’s General Education Assessment Committee Findings

LSC-O routinely evaluates outcomes-based assessment results in order to make continuous quality improvements throughout the institution. Recent examples of the College’s strategic improvements born from assessment results are included below.

- The GEAC 2018-2019 PLO Assessment Report related to Quantitative and Empirical Reasoning (pg 28[42]), when reviewed by the Dean of Academic Studies, the Provost/EVP and math faculty, identified a need to provide a more strategic and intentional focus on supporting students in math courses. A math lab, staffed by a Math and Science Support[43] Coordinator, was created to support math students in the same building and floor in which math courses are offered. Prior to the creation of the lab, math support was made available within the learning center’s suite of resources. Additionally, since it was located across campus and included as an option within all tutoring services, students were less likely to seek assistance with mathematical and empirical reasoning concepts. The math lab is a convenient option and is primarily used to support students who have a common need to get additional help in learning and mastering mathematical concepts. Grade distributions in MATH[44] courses have improved since the fall 2019 support lab creation.
- The GEAC 2020-2021 PLO Assessment Report (pg 7[45]) noted that many of the artifact assignments were not clearly aligned with specific and required outcomes. As such, the Dean of Academic Studies and Provost/EVP recommended that faculty members teaching core curriculum courses develop a master syllabus[46] that will serve as the framework for all full-time and adjunct faculty while developing and organizing their courses. The prescribed learning outcomes as well as assignments and activities that connect to the course learning outcomes in the master syllabus consistently become the basis for instruction in each course. Full-time faculty members and program directors ensure that the learning outcomes required for each core curriculum course and outlined in the statewide Academic Course Guide Manual (ACGM, pg 6[47]) are inserted into LSC-O master syllabi that is shared with any part-time and adjunct faculty teaching the course to ensure consistent and aligned curriculum standards.
- The GEAC 2022-2023 PLO Assessment Report (pg 90[48]) recommended that, *“the results of the CCSSE and its implications for curriculum, instruction, pedagogy, and strategic planning be discussed by the Provost, the Dean of Academic Studies, and LSC-O lead faculty.”* During the Fall 2023 Convocation[49], the Provost/EVP scheduled LSC-O’s Director of Institutional Research to present the most recent CCSSE results. As a follow-up during faculty meetings[50] conducted during the week of convocation, the Dean of Academic, Technical, and Workforce Studies













and the Dean of Nursing and Health Professions encouraged faculty to explore ideas on improving curriculum, instruction, and pedagogy based on CCSSE results[51]. Of particular note was LSC-O's low performance on item 4p[52] whereby students reported low instances of working with instructors on activities other than coursework. Faculty have taken an interest in this statistic and plan to enlist the help of the QEP Committee[53] to consider how *GPS: Navigate to Success* can focus on bridging this identified student engagement gap.

Conclusion

LSC-O affirms compliance with Comprehensive Standard 8.2.b since the College 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 Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs,

Evidence

- [1]  [CR 7.1 Institutional Planning - CCR Narrative](#)
- [2]  [LSCO Executive Division \(Expanded\) FY23 Org Chart](#)
- [3]  [CR 8.1 Student Achievement LSCO CCR Report](#)
- [4]  [Isco-edu-about-strategic-plan-\(Vision\)](#)
- [5]  [Isco-edu-about-strategic-plan-\(Mission\)](#)
- [6]  [Isco-edu-about-strategic-plan-\(Core\)](#)
- [7]  [LSCO Strategic Plan 2020-2024](#)
- [8]  [CS 4.2.a LSCO CCR Narrative - TSUS Review of Mission and Strategic Plan](#)
- [9]  [Isco-edu-about-strategic-plan-\(Strategic Plan - High Level\)](#)
- [10]  [Isco-edu-about-strategic-plan-\(Strategic Plan - Detail\)](#)
- [11]  [LSCO Strategic Plan 2020-2024 \(Mapped to SPS-SPO-SPTs\)](#)
- [12]  [Master Syllabi Webpage-Isco-edu-programs-degrees-certificates-liberal-arts-certificate](#)
- [13]  [Isco-core-curriculum-master-syllabi-official-2022](#)
- [14]  [Heirarchy of THECB-TSUS-LSCO Strategic Plans \(IEC\)](#)
- [15]  [Isco-edu-about-institutional-research-effectiveness](#)
- [16]  [institutional-effectiveness-and-educational-support](#)
- [17]  [IE Unit Plans Training Examples 8.2a](#)
- [18]  [IE Handbook - 2022-2024](#)
- [19]  [Institutional Effectiveness Cycle Graphic \(smaller\)](#)
- [20]  [Vision - Mission - Core Values 2025-2029 FINAL](#)
- [21]  [QEP Executive Summary](#)
- [22]  [LSCOs THECB Core Curriculum 2024](#)
- [23]  [THECB Core Curriculum 2018 - Statement of Purpose](#)
- [24]  [General Education Assessment Committee bylaws approved 06_12_2023](#)
- [25]  [General Education Outcome Assessment Plan_2013-2023](#)
- [26]  [General Education Artifact Assessment Analysis \(Spring 2023\)](#)
- [27]  [GEAC 2022-2023 PLO Assessment Report](#)
- [28]  [GEAC 2020-2021 PLO Assessment Report](#)
- [29]  [GEAC 2018-2019 PLO Assessment Report](#)
- [30]  [Isco-edu-faculty-staff-GEAC-committee \(purpose and composition\)](#)
- [31]  [academic-technical-and-workforce-studies](#)
- [32]  [TAC RULE 4.28 Core Curriculum](#)
- [33]  [TAC RULE 4.30 Institutional Assessment and Reporting](#)
- [34]  [Guidelines for Instructional Programs in Workforce Education \(GIPWE\) General Education Page 2](#)
- [35]  [General Education Outcomes Assessment Measures and Assessment Calendar 2023-24](#)
- [36]  [Gen Ed \(Core Curriculum\) Artifact Collection and Assessment Timetable \(2019\)](#)
- [37]  [GEAC Core Curriculum Assessment Map](#)
- [38]  [GEAC 02_17_2023 minutes approved](#)
- [39]  [GEAC 10_14_2022 minutes](#)
- [40]  [GEAC minutes 09_16_2022 final](#)
- [41]  [GEAC 08_04_2021 minutes \(final\)](#)

- [42]  [GEAC 2018-2019 PLO Assessment Report page 28](#) Page 28
- [43]  [LSCO Math and Science Support \(Full-Time\) Job Description](#)
- [44]  [MATH Course Grade Distributions FL19-FL23](#)
- [45]  [GEAC 2020-2021 PLO Assessment Report page 7](#) Page 7
- [46]  [COSC 1301 Master Syllabus](#)
- [47]  [ACGM Spring 2021 page 6](#) Page 6
- [48]  [GEAC 2022-2023 PLO Assessment Report page 90](#) Page 90
- [49]  [Agenda Fall 2023 Faculty Convocation](#)
- [50]  [Agenda Spring 2024 Faculty Convocation](#)
- [51]  [CCSSE 2023 Exec Summary](#) Page 3
- [52]  [Fall 2023 Convocation PowerPoint Slides](#) Page 12
- [53]  [QEP Committee](#)