

University of Houston-Clear Lake
Office of Institutional Effectiveness
Assessment Report for FY18 Results/Use of Results and FY19 Methods

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Overview of Assessment Report and Process

The Office of Planning and Assessment in the Office of Institutional Effectiveness (OIE) has completed its review of the 2017-2018 Assessment Cycle. OIE annually reviews assessment plans for completion and quality of content. For completion, all plans should have submitted the following components: Program Outcomes, Student Learning Outcomes (Academic and Non-Academic: Student Services, Library), 2017-2018 Methods, Results, and Use of Results. For quality of content, components are scored as Very Good (3), Acceptable (2), and Needs Improvement (1). See rubrics in Appendix B.

The submission deadline for 2017-2018 assessment plan sections was October 31, 2018. As a result, all 2017-2018 sections were locked on November 1, 2018. During the review process, some sections were revised for clarity and consistency by the OIE reviewer. If the information was not clear or the section was incomplete, it was returned to the user for revision and re-submission. All completed plans were reviewed, scored, and released.

Because of transitions and reorganizations, unit assessment plans may not be in their new department. Although a few plans were moved from Enrollment Management to Student Success and Initiatives, most plans remained in the structure for the 17-19 assessment cycle.

Total Number of Assessment Plans: 156

Total Number of Components: 726 components

Total Number of Completed Components: 611 components

Percentage of Completeness: 84%

Overall Quality of Assessment Plans: 2.42

Conclusions and Recommendations

The Assessment Report for FY18 and FY19 was reviewed and approved by the UHCL Assessment Committee on February 1, 2019. As part of its discussion, the Assessment Committee reviewed the complete program/unit assessment process at the university and noted the following:

Strengths

1. UHCL continues to expand its culture of assessment.
 - Faculty and staff increasingly recognize the importance of assessment to improve student learning and reach operational goals.
 - Faculty and staff attend training sessions and workshops to learn about assessment techniques and improve their skills with the assessment software.
 - Administrative divisions and departments, such as Finance, Student Affairs and Student Success, are developing their own assessment and planning committees or working groups.
2. Student learning outcomes in academic and co-curricular assessment plans are generally strong.

Areas to Improve

1. Faculty and staff need to increase the overall engagement within a program or unit.
 - Assessment planning and documentation are often left to one person to maintain; even when this position is rotated, there is a limited transference among incoming and outgoing personnel.
 - In general, assessment plans do not reflect collaboration in the analysis of the results or using the results to close the loop.
2. Program/operational outcomes need revision and improvement.

Next Steps

1. To increase overall engagement and collaboration and to continue expanding the university's culture of assessment, appoint university assessment liaisons for each college and division and appoint assessment coordinators for each program and unit. Proposal is in development.
2. To ensure the quality of student learning outcomes and program/operational outcomes, develop meta review process in which programs/units evaluate the quality and maturity of annual assessment plans using a rubric and formative feedback.
3. To improve closing the loop, implement course mapping in the AMS System (Taskstream) and provide ongoing instruction on using results to improve student learning.

**Assessment Report for FY18 Results/Use of Results
(Fall 17, Spring 18, Summer 18 – Previous Academic Year)**

Summary and Status of Assessment Review as of January 15, 2019

Academic Division

College of Business

- Total: 21 plans, 103 components
- Submitted and Reviewed: 95 components
- Completed: 95 components
- Incomplete: 8 components (Business Administration General Business BS, and Business Administration MBA) Note: technical problems in AMS prevented timely submission before deadlines.

Status: 92% originally completed; now 100% completed

Overall Quality of Assessment Plans: 2.64

College of Education



- Total: 18 plans, 87 components
- Submitted and Reviewed: 87 components
- Completed: 87 components

Status: 100% completed.

Overall Quality of Assessment Plans: 3.00

College of Human Sciences and Humanities

- Total: 38 plans, 185 components
- Submitted and Reviewed: 172 components
- Completed: 169 components
- Needs Revision: 3 components (Criminology BS and Criminology MA)
- In Progress: 1 component (Criminology BS)
- Work Not Started: 19 components (Family Therapy MA, HSH Advising, Children's Art School, Geography BS)

Status: 91% completed

Overall Quality of Assessment Plans: 2.60

College of Science and Engineering

- Total: 26 plans, 128 components
- Submitted and Reviewed: 85 components
- Completed: 85 components
- In Progress: 28 components (Cyber Security Institute, Computer Engineering BS and MS, Biological Sciences BA/BS and MS, Environmental Sciences BS and MS, Physics BS and MS, Occupational Safety and Health Industrial Hygiene BS, Occupational Safety and Health Safety BS, and CSE Plan)
- Work Not Started: 15 components (Cyber Security Institute, Computer Engineering MS, Biological Sciences BA/BS and MS, Occupational Safety and Health Industrial Hygiene BS, Occupational Safety and Health Safety BS, and CSE Plan)

Status: 66% completed

Overall Quality of Assessment Plans: 1.82

Non-Academic Division

Non-academic: Academic Affairs



- Total: 4 plans, 16 components
- Submitted and Reviewed: 16 components
- Completed: 16 components

Status: 100% completed

Overall Quality of Assessment Plans 3.00

Non-academic: Administration and Finance

- Total: 18 plans, 72 components
- Submitted and Reviewed: 43 components
- Completed: 43 components
- In Progress: 5 components (Emergency Management/Fire Safety, Systems Operations, and Environmental Health and Safety)
- Work Not Started: 24 components (Building Maintenance, Custodial Services, Emergency Management/Fire Safety, General Services, Grounds Maintenance, Parking Management, Scheduling and Space Planning, System Operations, Human Resources, Risk Management, and Environmental Health and Safety)

Status: 60% completed

Overall Quality of Assessment Plans: 1.75

Non-academic: Enrollment Management

- Total: 6 plans, 24 components
- Submitted and Reviewed: 20 components
- Completed: 20 components
- Work Not Started: 4 components (Registrar and Veterans Services)

Status: 83% completed

Overall Quality of Assessment Plans: 2.42

Non-academic: Information Resources Division

- Total: 3 plans, 13 components
- Submitted and Reviewed: 8 components
- Completed: 8 components
- In Progress: 3 component (Environmental Institute of Houston, and University Computing and Telecommunications)
- Work Not Started: 2 components (Environmental Institute of Houston)

Status: 62% completed

Overall Quality of Assessment Plans: 1.67

Non-academic: President's Office

- Total: 2 plan, 8 components
- Completed: 6 components
- Work Not Started: 2 components (University Communications)

Status: 75% completed

Overall Quality of Assessment Plans: 2.25

Non-academic: Student Affairs

- Total: 9 plans, 45 components
- Completed: 38 components
- In Progress: 2 components (Campus Recreation and Wellness)
- Work Not Started: 5 components (Dean of Students, and Campus Recreation and Wellness)

Status: 84% completed

Overall Quality of Assessment Plans: 2.49

Non-academic: University Advancement



- Total: 3 plans, 9 components
- Completed: 9 components

Status: 100% completed

Overall Quality of Assessment Plans: 2.92

Non-academic: Student Success

- Total: 8 plans, 36 components
- Completed: 33 components
- Needs Revision: 1 component (Math Center)
- Work Not Started: 2 components (Writing Center)

Status: 92% completed

Overall Quality of Assessment Plans: 2.65

Table 1. Summary of Assessment Review

	Components								
Division	Total Plans	Total Components	Submitted and Reviewed	Completed	Incomplete	In Progress	Needs Revision	Components Not Started	Avg. Score
BUS	21	103	95	95	8	0	0	0	2.64
COE	18	87	87	87	0	0	0	0	3.00
CSE	26	128	85	85	0	28	0	15	1.82
HSH	38	185	172	169	0	3	1	19	2.60
Academic Affairs	4	16	16	16	0	0	0	0	3.00
Administration and Finance	18	72	43	43	0	5	0	24	1.75
Enrollment Management	6	24	20	20	0	0	0	4	2.42
Information Resource Division	3	13	8	8	0	3	0	2	1.67
President's Office	2	8	6	6	0	0	0	2	2.25
Student Affairs	9	45	38	38	0	2	0	5	2.49
University Advancement	3	9	9	9	0	0	0	0	2.92
Student Success	8	36	33	33	0	0	1	2	2.65
TOTAL	156	726	612	609	8	41	2	73	2.42

3 Point Scale – 3=very good; 2=acceptable; 1 needs improvement

See rubrics in Appendix B

- 71 plans (45.5%) had an average score of 3.00
- 47 plans (30.1%) had an average score between 2.00 and 2.99
- 24 plans (15.4%) had an average score between 1.0 and 1.99
- 14 plans (9.0%) had an average score between 0.00 and 0.99
- The average of all plans is 2.42

**Assessment Report for FY19 Methods
(Fall 18, Spring 19, Summer 19 – Current Academic Year)**

Note: These sections were not reviewed by OIE; the report indicates the status only. Because of transitions and re-organizations, many non-academic plans are being revised to reflect their new position.

Summary and Status of Assessment Review as of January 15, 2019

Academic Division

College of Business – 21 Methods sections

- 19 completed
- 2 incomplete: (Business Administration General Business BS and Business Administration MBA) – both are lacking program outcomes which means there are no PO Methods in either plan

College of Education – 17 Methods sections

- 17 completed

College of Human Sciences and Humanities – 37 Methods sections

- 28 completed
- 4 in progress: (Center for Autism and Developmental Disabilities, Family Therapy MA, Social Work BSW, and Children’s Art School)
- 5 work not started: Humanities BA and MA, HSH Advising, Geography BS, and Sociology BS)

College of Science and Engineering – 26 Methods sections

- 14 completed
- 4 in progress: (Biological Sciences BA/BS and MS, and Environmental Sciences BS and MS)
- 8 work not started: (Cyber Security Institute, Computer Engineering BS and MS, Physics BS and MS, Occupational Safety and Health Industrial Hygiene BS, Occupational Safety and Health Safety BS, and CSE Plan)
-

Combined Totals of Colleges

- 101 Methods sections (100%)
- 78 sections completed (77.2%)
- 2 sections incomplete (2%)
- 8 sections in progress (7.9%)
- 13 sections not started (12.9%)

Non-Academic Division

Academic Affairs – 4 Methods sections

- 4 completed

Administration and Finance – 18 Methods sections

- 6 completed
- 2 in progress: (Emergency Management/Fire Safety, and Environmental Health and Safety)

- 10 work not started: (Budget, Building Maintenance, Custodial Services, General Services, Grounds Maintenance, Parking Maintenance, Scheduling and Space Planning, System Operations, Human Resources, and Risk Management)

Enrollment Management Division – 6 Methods sections

- 3 completed
- 1 in progress: (Admissions)
- 2 work not started: (Registrar, and Veterans Services)

Provost's Office – 3 Methods sections

- 1 completed
- 1 in progress: (University Computing and Telecommunications)
- 1 work not started: (Environmental Institute of Houston)

President – 2 Methods sections

- 2 work not started: (President's Office, and University Communications)

Student Affairs – 9 Methods sections

- 7 completed
- 2 in progress: (Dean of Students, and Campus Recreation and Wellness)

University Advancement – 3 Methods sections

- 3 completed

Student Success and Initiatives – 8 Methods sections

- 6 completed
- 2 work not started: (Student Success Center, and Writing Center)

Combined Totals of Departments

- 53 Methods sections (100%)
- 30 sections completed (56.6%)
- 6 sections in progress (11.3%)
- 17 sections not started (32.1%)

Combined Academic and Non-Academic Totals

- 154 Methods sections (100%)
- 108 sections completed (70.1%)
- 2 sections incomplete (1.3%)
- 14 sections in progress (9.1%)
- 30 sections not started (19.5%)

Appendix A Workshops and Training Attendance

Workshops 2017-2018

During the university annual assessment period (from May through October), the Office of Planning and Assessment provided a variety of workshops for faculty and staff.

Workshop	# Attending	
AMS	27	60-minute workshop for review and assistance in using Taskstream's AMS system; open to established users.
May 30, 2018	1	
June 28, 2018	5	
July 30, 2018	2	
August 28, 2018	8	
September 28, 2018	11	
One-on-One Training	25	90-120 minute one-on-one training for faculty and staff (academic and non-academic plans); provided instructions on assessment and creating an assessment plan.
May 31, 2018 through November 13, 2018	25	
Round-Up (2017-2018)	18	Faculty and staff worked on assessment plans with one-on-one assistance from OIE staff.
October 15, 2018	4	
October 16, 2018	3	
October 17, 2018	4	
October 18, 2018	3	
October 19, 2018	4	
AMS 101 Workshop	6	90-minute workshop for Student Success Division; provided instruction on elements of assessment and creating an assessment plan.
November 26, 2018	6	
Total	76	

Assessment Plan Review Rubric: Program Outcomes

Needs Improvement [1]	Acceptable [2]	Very Good [3]
Program Outcomes are specific statements that focus on operational objectives.		
<ul style="list-style-type: none"> • Describes a process rather than an outcome • Unclear how Program Outcome will be observed or measured • Number of outcomes are not sufficient nor representative of program or unit • Few or none are mapped to University Goal(s) 	<ul style="list-style-type: none"> • Some are appropriate but language may be vague or need revision • Some are observable or measurable • Number of outcomes may be sufficient and representative of program or unit • Some are mapped to appropriate University Goal(s) 	<ul style="list-style-type: none"> • All or most are clearly stated focusing on academic program or administrative unit development • All or most are observable and measurable • Number of outcomes are sufficient and representative of program or unit • All are mapped to appropriate University Goal(s)
Assessment Methods identify a variety of assessment methods. Direct measures include tangible, self-explanatory evidence of what is to be assessed; indirect measures include surveys, interviews, or discussions that provide evidence that is less clear and convincing.		
<ul style="list-style-type: none"> • Few or no measures are identified or are adequately described • Few or no direct measures are used • Few or no assessment instruments are described or attached • Assessment instruments need improvement 	<ul style="list-style-type: none"> • Some outcomes have multiple measures • Multiple measures are both direct and indirect • Some assessment instruments are clearly described and attached • Some assessment instruments reflect good methodology 	<ul style="list-style-type: none"> • All or most outcomes have multiple measures • Multiple measures are both direct and indirect • All or most assessment instruments are clearly described and attached • Assessment instruments reflect good methodology
Criteria for Success uses specific, identifiable, or measurable target performance.		
<ul style="list-style-type: none"> • No or few benchmarks or targets for achievement are identified • Targets are not clearly defined; language is vague and subjective 	<ul style="list-style-type: none"> • Some target levels of achievement are identified • Some targets may seem arbitrary 	<ul style="list-style-type: none"> • Target level of achievement is identified for each measure • Measures are specific and measurable
Assessment Results provide specific, quantifiable data. Indicate specific numbers and type of what is being assessed when possible.		
<ul style="list-style-type: none"> • Incomplete findings • Findings do not prove whether targets were met, partially met, or not met • Number and types are not defined 	<ul style="list-style-type: none"> • Addresses the achievement targets. • Complete and organized • Evaluated with appropriate statistical models • Number or types are defined 	<ul style="list-style-type: none"> • Concise and well organized • Provides solid evidence that targets were met, partially met, or not met • Number and types are clearly defined
Use of Results includes a narrative that reflects analysis of results and faculty/stakeholder discussion of results as they relate to program outcomes; identifies strategies for continuous improvement.		
<ul style="list-style-type: none"> • Too general, not specific • Relates only indirectly to the outcome and the results of the outcome 	<ul style="list-style-type: none"> • Reflects, with sufficient depth, on what was learned during the assessment cycle • Relates directly or indirectly to the outcome and the results of the assessment 	<ul style="list-style-type: none"> • Reflects on program outcomes • Exhibits good understanding of finding implications to the program or administrative unit • Identifies key areas that need to be monitored, remediated, or enhanced
Status Report documents implementation of continued action or improvements. Describes specific actions (planned or taken) to improve. Explains reasons for delay or inaction.		
<ul style="list-style-type: none"> • Incomplete or no action plan 	<ul style="list-style-type: none"> • Offers "next steps" 	<ul style="list-style-type: none"> • Defines a logical "next step" for the program in response to the findings • Indicates actions to be taken: dates, responsible parties, resources

Rev. 3 DEC 2016

Assessment Plan Review Rubric: Student Learning Outcomes

Needs Improvement [1]	Acceptable [2]	Very Good [3]
<p>Student Learning Outcomes (SLOs) are specific statements that focus on the knowledge, skills, and/or attitudes/dispositions that students should gain or improve their engagement in the academic program or learning experience.</p>		
<ul style="list-style-type: none"> • Describes a process rather than an outcome • Inappropriate for level of mastery • Unclear how SLO will be observed or measured • Number of outcomes are not sufficient nor representative of program • Few or none are mapped to University Learning Outcome(s) 	<ul style="list-style-type: none"> • Some are appropriate but language may be vague or need revision • Some correspond to level of mastery expected • Some are observable or measurable • Number of outcomes may be sufficient and representative of program • Some are mapped to appropriate University Learning Outcome(s) 	<ul style="list-style-type: none"> • All or most are clearly stated focusing on knowledge, skills, and attitudes or dispositions • All or most correspond to level of mastery expected (BS/BA, MS/MA, EdD) • All or most are observable and measurable • Number of outcomes are sufficient and representative of program • All are mapped to appropriate University Learning Outcome(s)
<p>Assessment Methods identify a variety of assessment methods. Direct measures include tangible, self-explanatory evidence of what students are to learn; indirect measures include surveys, interviews, or discussions with students that provide evidence that is less clear and convincing.</p>		
<ul style="list-style-type: none"> • Few or no measures are identified or are adequately described • Few or no direct measures are used • Few or no assessment instruments are described or attached • Assessment instruments need improvement 	<ul style="list-style-type: none"> • Some outcomes have multiple measures • Multiple measures are both direct and indirect • Some assessment instruments are clearly described and attached • Some assessment instruments reflect good methodology 	<ul style="list-style-type: none"> • All or most outcomes have multiple measures • Multiple measures are both direct and indirect • All or most assessment instruments are clearly described and attached. • Assessment instruments reflect good methodology
<p>Criteria for Success uses specific, identifiable, or measurable target performance.</p>		
<ul style="list-style-type: none"> • No or few benchmarks or targets for student learning are identified • Targets are not clearly defined; language is vague and subjective 	<ul style="list-style-type: none"> • Some target levels of achievement are identified • Some targets may seem arbitrary 	<ul style="list-style-type: none"> • Target level of achievement is identified for each measure • Measures are specific and measurable
<p>Assessment Results provide specific, quantifiable data. Indicate number of students/papers assessed. Indicate types of students of students (sampling/only majors/all students).</p>		
<ul style="list-style-type: none"> • Incomplete findings • Findings do not prove whether targets were met, partially met, or not met • Number and types of students are not defined 	<ul style="list-style-type: none"> • Addresses the achievement targets • Complete and organized • Evaluated with appropriate statistical models • Number or types of students are defined 	<ul style="list-style-type: none"> • Concise and well organized • Provides solid evidence that targets were met, partially met, or not met • Number and types of students are clearly defined
<p>Use of Results includes a narrative that reflects analysis of results and faculty/stakeholder discussion of results as they relate to student learning outcomes; identifies strategies for continuous improvement.</p>		
<ul style="list-style-type: none"> • Too general, not specific • Relates only indirectly to the outcome and the results of the outcome 	<ul style="list-style-type: none"> • Reflects, with sufficient depth, on what was learned during the assessment cycle • Relates directly or indirectly to the outcome and the results of the assessment 	<ul style="list-style-type: none"> • Reflects on student learning outcomes • Exhibits good understanding of finding implications to the academic program • Identifies key areas that need to be monitored, remediated, or enhanced
<p>Status Report documents implementation of continued action or improvements. Describes specific actions (planned or taken) to improve. Explains reasons for delay or inaction.</p>		
<ul style="list-style-type: none"> • Incomplete or no action plan 	<ul style="list-style-type: none"> • Offers "next steps" 	<ul style="list-style-type: none"> • Defines a logical "next step" for the program in response to the findings • Indicates actions to be taken: dates, responsible parties, resources

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