

UHCL Core Curriculum Assessment Results 2018-2019

Following the Core Objective Assessment Plan submitted to the Texas Higher Education Coordinating Board in 2013, many of the UHCL faculty teaching core courses during the 2018-2019 academic year provided assessment data to the Office on Planning and Assessment. For an overview of the process, see Appendix I. However, throughout the academic year, UHCL began implementing a new process in which assessment of the core objectives in the Core Curriculum is determined by the individual foundational component areas (FCA) with the guidance and oversight of the Core Curriculum Committee and the Office of Institutional Effectiveness. Courses in the Component Area Option (090)—Public Speaking and Learning Frameworks, and science labs—will be assessed in discipline-specific FCAs. Public Speaking and Learning Frameworks were moved to Communication; labs were moved to Life & Physical Sciences. For an overview, see Appendix II.

Two FCA’s—Math and Creative Arts—piloted their assessments during the fall and spring semesters and will provide an assessment report in Fall 2019. Thus, the results in this report include data from a few but not all of their courses. Four FCA’s—American History, Government and Political Science, Social and Behavioral Science, and Communication—will implement their plans in the upcoming Fall 2019 semester. The last two FCAs—Language, Philosophy, and Culture and Life and Physical Sciences—will implement their plans in Fall 2020.

Five-Year Level of Attainment

For the past five years, students in the core courses have been assessed on the core objectives and, for the most part, have exceeded the standards set by UHCL: 80% of the students will achieve Acceptable or higher in each of the Core Objectives. See Table 1.

Table 1. Level of Attainment by University for Five Years

<i>80% of the students will achieve Acceptable or higher in each of the Core Objectives.*</i>							
	14-15	15-16	16-17	17-18	18-19		
Core Objectives	%	%	%	%	%	Mean	SD
Critical Thinking	86.40	84.00	86.70	84.60	90.20	86.38	2.43
Communication	84.80	87.10	88.30	84.50	91.10	87.16	2.71
Empirical & Quantitative	79.20	87.40	84.70	79.70	84.10	83.02	3.49
Teamwork	88.80	94.00	94.70	91.40	92.10	92.20	2.33
Social Responsibility	92.40	94.30	93.90	88.40	92.30	92.28	2.33
Personal Responsibility	89.20	91.00	89.40	88.30	90.20	89.62	1.03

* Does not include data from all courses in Creative Arts or in Math FCAs

Level of Attainment by University 2018-2019

Overall, the University of Houston-Clear Lake again exceeded the stated goal: 80% of students will achieve acceptable or higher in each of the core objectives (Critical Thinking: 90.2%, Communication: 91.1%, Empirical & Quantitative Skills: 84.1%, Teamwork: 92.1%, Social Responsibility: 92.3%, and Personal Responsibility: 90.2%). Unacceptable ratings were highest in Empirical & Quantitative Skills (15.9%), Critical Thinking, and Personal Responsibility (9.8%). Excellent ratings were over 50% in Teamwork (54%) Social Responsibility (53.7%), and Personal Responsibility (51.8%). See Table 2.

Table 2. Level of Attainment by University 2018-2019

<i>80% of the students will achieve Acceptable or higher in each of the Core Objectives.</i>				
Core Objective	Rating	Count Assessments	%	Acceptable or higher %
Critical Thinking	Excellent	1752	44.6	90.2
	Acceptable	1792	45.6	
	Unacceptable	385	9.8	
	Total	3929	100.0	
Communication	Excellent	1685	49.9	91.1
	Acceptable	1390	41.2	
	Unacceptable	299	8.9	
	Total	3374	100.0	
Empirical & Quantitative	Excellent	825	36.7	84.1
	Acceptable	1068	47.4	
	Unacceptable	357	15.9	
	Total	2250	100.0	
Teamwork	Excellent	933	54.0	92.1
	Acceptable	659	38.1	
	Unacceptable	137	7.9	
	Total	1729	100.0	
Social Responsibility	Excellent	730	53.7	92.3
	Acceptable	525	38.6	
	Unacceptable	104	7.7	
	Total	1359	100.0	
Personal Responsibility	Excellent	631	51.8	90.2
	Acceptable	468	38.4	
	Unacceptable	120	9.8	
	Total	1219	100.0	

Level of Attainment by College 2018-2019

During the 2018-2019 academic year, the UHCL Core Curriculum included 50 core courses with 4,273 assessments: 2 courses from the College of Business, 14 courses from the College of Human Sciences and Humanities, and 34 courses from the College of Science and Engineering. See Figure 1. Because core objectives are aligned and measured within core curriculum courses as mandated by THECB Foundational Component Areas, not all courses (or all colleges) provide assessment ratings for all core objectives. For example, no course in the College of Business assesses teamwork or personal responsibility. However, all courses (and by extension, all colleges) assess critical thinking and communication. See Table 3.

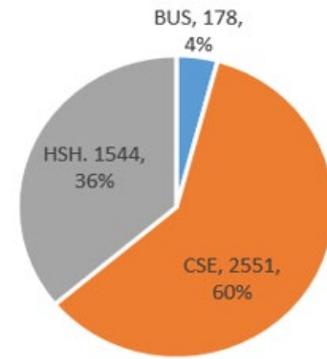


Figure 1. College Level of Attainment

Table 3. Level of Attainment by College 2018-2019

<i>80% of the students will achieve Acceptable or higher in each of the Core Objectives.</i>									
		College of Business		College of Human Sciences and Humanities		College of Science and Engineering		Total	
		%	Acceptable or higher %	%	Acceptable or higher %	%	Acceptable or higher %		Acceptable or higher %
Critical Thinking	Excellent	31.7	87.6	53.7	92.1	39.8	89.2	44.6	90.2
	Acceptable	55.9		38.4		49.4		45.6	
	Unacceptable	12.4		7.9		10.8		9.8	
Communication	Excellent	27.2	83.0	57.2	92.5	46.8	90.8	49.9	91.1
	Acceptable	55.8		35.3		44.0		41.2	
	Unacceptable	17.0		7.5		9.2		8.9	
Empirical & Quantitative	Excellent	41.8	81.5	74.8	94.6	34.2	83.8	36.7	84.1
	Acceptable	39.7		19.8		49.6		47.4	
	Unacceptable	18.5		5.4		16.2		15.9	
Teamwork	Excellent	0.0	0.0	79.4	97.1	53.5	92.0	54.0	92.1
	Acceptable	0.0		17.7		38.5		38.1	
	Unacceptable	0.0		2.9		8.0		7.9	
Social Responsibility	Excellent	51.7	88.9	56.8	92.4	18.7	96.7	53.7	92.3
	Acceptable	37.2		35.6		78.0		38.6	
	Unacceptable	11.0		7.6		3.3		7.7	
Personal Responsibility	Excellent	0.0	0.0	52.1	89.5	48.1	97.2	51.8	90.2
	Acceptable	0.0		37.4		49.1		38.4	
	Unacceptable	0.0		10.5		2.8		9.8	

Level of Attainment by Foundational Component Area 2018-2019

Core courses are grouped into nine foundational components areas (FCA). All nine assess Critical Thinking (CT) and Communication (COM), three assess Empirical and Quantitative Skills (EQS), two assess Teamwork (TW), five assess Social Responsibility, and five assess Personal Responsibility (PR). Courses in the Component Area Option choose a third objective. See Table 4. Courses in the Communication Foundational Component Area (Written Composition 1301 and 1302) are assessed independently by the Writing Faculty on a two-year cycle, and results from previous years are available through the OIE office. These courses were not assessed in 2018-2019, pending the development of a new assessment plan.

Table 4. Component Area with Core Objectives and Number of Assessments for 2018-2019

Component Area	Core Objectives	# of Courses	# of Assessments
10 - Communication	CT, COM, TW, PR	0	0
20 - Mathematics	CT, COM, EQS	2	57
30 - Life and Physical Sciences	CT, COM, EQS, TW	16	1288
40 - Language, Philosophy and Culture	CT, COM, SR, PR	3	342
50 - Creative Arts	CT, COM, TW, SR	2	113
60 - American History	CT, COM, SR, PR	2	212
70 - Government/Political Science	CT, COM, SR, PR	2	403
80 - Social and Behavioral Sciences	CT, COM, EQS, SR	5	332
90 - Component Area Option	CT, COM, 1 other	18	1526
		50	4273

Results by FCA are shown in Table 5. Scores vary among the areas because of a variety of factors, such as number of courses and number of assessments. Faculty determine their own methods of assessment and enter scores on the pre-populated rosters provided by OIE. Translation tables and sample assignments are requested but not always provided.

Table 5. Level of Attainment by Foundational Component Area 2018-2019

<i>80% of the students will achieve Acceptable or higher in each of the Core Objectives.</i>																			
		Math		Life & Physical Sciences		Language, Philosophy & Culture		Creative Arts		American History		Government & Political Science		Social & Behavioral Sciences		Foundational Component Area		Total UHCL	
		%	A+E %	%	A+E %	%	A+E %	%	A+E %	%	A+E %	%	A+E %	%	A+E %	%	A+E %	%	A+E %
Critical Thinking	Excellent	39.6	90.5	36.5	85.7	36.7	88.5	72.3	95.7	63.3	90.5	67.5	97.2	47.8	89.1	42.1	92.3	44.6	90.2
	Acceptable	50.9		49.2		51.8		23.4		27.2		29.7		41.3		50.2		45.6	
	Unacceptable	9.4		14.3		11.5		4.3		9.4		2.8		10.9		7.7		9.8	
Communication	Excellent	45.3	88.7	39.7	86.6	36.1	88.5	78.0	97.0	57.8	90.0	89.0	100.0	48.4	88.1	49.1	93.1	49.9	91.1
	Acceptable	43.4		46.9		52.4		19.0		32.2		11.0		39.7		44.0		41.2	
	Unacceptable	11.3		13.4		11.5		3.0		10.0		0.0		11.9		6.9		8.9	
Empirical & Quantitative	Excellent	41.5	90.6	29.5	80.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	56.0	87.1	41.1	88.1	36.7	84.1
	Acceptable	49.1		51.2		0.0		0.0		0.0		0.0		31.1		47.0		47.4	
	Unacceptable	9.4		19.3		0.0		0.0		0.0		0.0		12.8		11.9		15.9	
Teamwork	Excellent	0.0	0.0	40.2	88.5	0.0	0.0	79.4	97.1	0.0	0.0	0.0	0.0	0.0	0.0	67.7	95.7	54.0	92.1
	Acceptable	0.0		48.3		0.0		17.7		0.0		0.0		0.0		28.0		38.1	
	Unacceptable	0.0		11.5		0.0		2.9		0.0		0.0		0.0		4.3		7.9	
Social Responsibility	Excellent	0.0	0.0	0.0	0.0	40.7	89.1	95.1	100.0	47.8	87.8	65.2	98.5	60.6	90.4	29.3	87.9	53.7	92.3
	Acceptable	0.0		0.0		48.4		4.9		40.0		33.3		29.8		58.6		38.6	
	Unacceptable	0.0		0.0		10.9		0.0		12.2		1.5		9.6		12.1		7.7	
Personal Responsibility	Excellent	0.0	0.0	0.0	0.0	38.1	87.8	0.0	0.0	47.6	83.4	65.5	97.2	0.0	0.0	50.6	87.7	51.8	90.2
	Acceptable	0.0		0.0		49.7		0.0		35.8		31.7		0.0		37.1		38.4	
	Unacceptable	0.0		0.0		12.2		0.0		16.6		2.8		0.0		12.3		9.8	

Appendix I – Overview of 2014 Core Assessment Process

General Education Curriculum and Goals

In 2014, the Texas Higher Education Coordination Board (THECB) implemented a new core curriculum composed of 42 semester credit hours for all undergraduate students. The core curriculum is composed of nine Foundational Component Areas that cover six core objectives: critical thinking skills, communication skills, empirical and quantitative skills, teamwork, social responsibility, and personal responsibility.

Assessment

The THECB requires institutions to assess the six core objectives and provide reports to the THECB during the same period as the institutions' SACSCOC Reaffirmation Reports. As part of the state and SACSCOC reports, institutions are required to report on direct measurement of student learning for the six core objectives, provide descriptions of the assessment process, and detail follow-up actions.

Prior to the implementation of the four-year initiative, the University of Houston-Clear Lake Assessment Committee, comprised of representatives from all four colleges, determined the following assessment process:

Methods:

Students in Foundational Component Area courses are assessed in each of the designated Core Objectives, which results in one of three (3) ratings for each student: Unacceptable (U), Acceptable (A), and Excellent (E).

Methodology:

The faculty who teach each Foundational Component Area courses determine how to assess each of the designated 4-6 Core Objectives for that course. These assessments may be projects, presentations, tests, etc. embedded in the course. Regardless of the method the faculty use for the assessment, the faculty who develop this process are also responsible for developing a table of how these assessment scores translate to the ratings of Unacceptable, Acceptable, and Excellent. The faculty report the method of assessment, the translation table, and a roster of each individual student's rating to the Office of Planning and Assessment at the end of each semester the course is taught.

Criteria/Targets:

The target at the University level will be to have 80% of its students at the Acceptable level or higher.

Results:

The results will be aggregated at the University level by calculating a percentage of students rated at each level of: Unacceptable, Acceptable, and Excellent. Evidence of attainment of the six Core Objectives will be when the University has 80% of its students at the Acceptable level or higher in each of the Core Objectives.

Analysis:

The University level aggregates, as well as the College, Program, and Course level aggregates will be given to the Deans for analysis.

Actions and Follow-ups:

The Deans (or designee) will develop a plan each year for improvement.

Assessment Process

Since the Fall of 2014, the Office of Planning and Assessment (OPA) has collected assessment data during each long semester. To improve the collection and recording of these data, OPA began providing core faculty with pre-populated rosters, starting in Fall 2015. At the beginning of each semester, core faculty receive the rosters with instructions on how to complete the Excel spreadsheet and a request to provide a translation table.

Appendix II – Overview of 2018 Core Assessment Process

Assessment of the core objectives in the UHCL Core Curriculum will be determined by the individual foundational component areas (FCA) with the guidance and oversight of the Core Curriculum Committee and the Office of Institutional Effectiveness. Courses in the Component Area Option (090)—Public Speaking and Learning Frameworks, and science labs—will be assessed in discipline-specific FCAs. Public Speaking and Learning Frameworks will move to FCA 010 Communication; labs will move to FCA 030 Life & Physical Sciences.

All courses, but not necessarily all sections, and all core objectives in each FCA should be assessed within a three-year period cycle whenever possible. See calendar next page Faculty will assess a random sample of artifacts for each learning outcome. Random samples should fall within the 15-30% range, depending on the size of course enrollment.

Assessment plans will be based on the UHCL Core Assessment Learning Outcomes and will be assessed by using the associated rubrics. See Appendix A. Courses within the FCAs must assess at least 3 or 4 of the 5 learning outcomes. It is recommended that all learning outcomes be addressed by the cumulative courses within the FCA.

FCA Faculty and OIE reps will meet within the FCAs to develop the three steps of the assessment plans.

- a. Step 1: Develop plan (spring semester)
- b. Step 2: Implement plan (fall and spring semester)
- c. Step 3: Interpret and analyze information (fall semester)

Criteria for Success will be a university standard: At least 70% of students will receive an evaluation of Excellent or Very Good (Scale: Excellent, Very Good, Satisfactory, Unsatisfactory) in each learning outcome assessed.

FCA Faculty are encouraged to work with the Center for Faculty Development to develop signature assignments.

FCAs are to submit this assessment plan to the UHCL Core Curriculum Committee (CCC) no later than two months before the beginning of the implementation (Step 2) of the assessment cycle.

Academic Year 2018-2019				
Fall 18		Spring 2019		
Implement Plan	Interpret/ Analyze	Develop Plan	Implement Plan	
Mathematics (Yr 1)		American History (Yr 1)	Mathematics (Yr 1)	
Creative Arts (Yr 1)		Govt/Poli Sci (Yr 1)	Creative Arts (Yr 1)	
		Social & Behav Science (Yr 1)		
		Communication (Yr 1)		
Academic Year 2019-2020				
Fall 2019		Spring 2020		
Implement Plan	Interpret/ Analyze	Develop Plan	Implement Plan	
American History (Yr 1)	Mathematics (Yr 1)	Lang, Phil, and Culture (Yr 1)	American History (Yr 1)	
Govt/Poli Sci (Yr 1)	Creative Arts (Yr 1)	Life & Physical Sciences (Yr 1)	Govt/Poli Sci (Yr 1)	
Social & Behav Science (Yr 1)		Mathematics (revise for Yr 2)	Social & Behav Science (Yr 1)	
Communication (Yr 1)		Creative Arts (revise for Yr 2)	Communication (Yr 1)	
Academic Year 2020-2021				
Fall 2020		Spring 2021		
Implement Plan	Interpret/ Analyze	Develop Plan	Implement Plan	
Lang, Phil, and Culture (Yr 1)	American History (Yr 1)	American History (revise Yr 1)	Lang, Phil, and Culture (Yr 1)	
Life & Physical Sciences (Yr 1)	Govt/Poli Sci (Yr 1)	Govt/Poli Sci (revise Yr 2)	Life & Physical Sciences (Yr 1)	
Mathematics (Yr 2)	Social & Behav Science (Yr 1)	Social & Behav Science (revise Yr 2)	Mathematics (Yr 2)	
Creative Arts (Yr 2)	Communication (Yr 1)	Communication (Revise Yr 2)	Creative Arts (Yr 2)	
Academic Year 2021-2022				
Fall 2021		Spring 2022		
Implement Plan	Interpret/ Analyze	Develop Plan	Implement Plan	
American History (Yr 2)	Lang, Phil, and Culture (Yr 1)	Lang, Phil, and Culture (Revise Yr 2)	American History (Yr 2)	
Govt/Poli Sci (Yr 2)	Life & Physical Sciences (Yr 1)	Life & Physical Sciences (Revise Yr 2)	Govt/Poli Sci (Yr 2)	
Social & Behav Science (Yr 2)	Mathematics (Yr 2)	Mathematics (revise for Yr 3)	Social & Behav Science (Yr 2)	
Communication (Yr 2)	Creative Arts (Yr 2)	Creative Arts (revise for Yr 3)	Communication (Yr 2)	