

AY 2023-2024 Assessment Reports and AY2024-2025 Assessment Plans

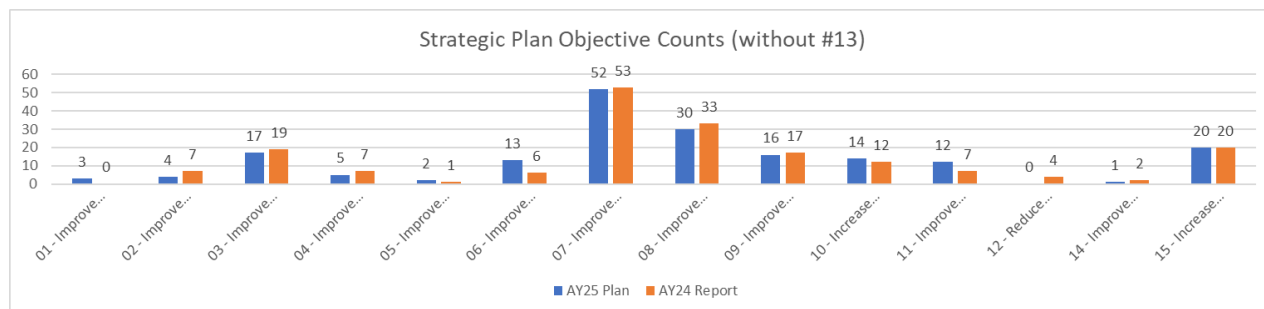
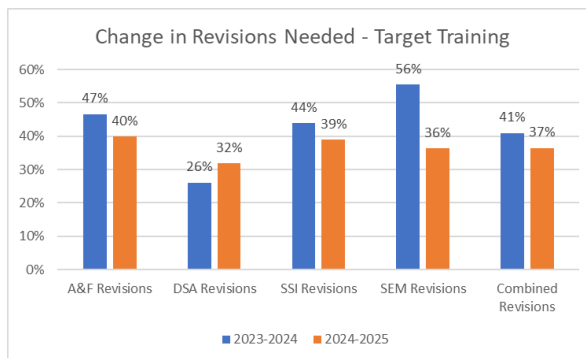
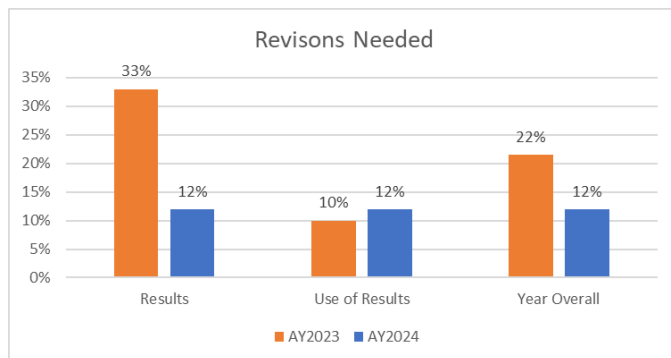
Overview of Assessment Reporting and Processes

The Office of Planning and Assessment (OPA) annually reviews academic, co-curricular, and administrative assessment. This report provides an executive summary, a review of the assessment process, details on completion, content of the objectives, meeting criteria, linkage to the strategic plan, and cycle recommendations.

EXECUTIVE SUMMARY

This summary reflects the highlights from this cycle based on the contents of this report. There was compliance and improvement within reporting and planning across the university. This list contains key highlights of the previous year's assessment cycle.

- Continued 100% participation in the cycle. Overall, there was a minimal change in the number of reports or plans in total with a small decrease in the number of outcomes submitted (a count of 31 lower) in the upcoming plans demonstrating a continuous focus on assessments that matter.
- Met the target of a reduction in revisions needed. Decreases in revisions needed were found in reporting, with increases in revision needed for planning. This reflects a focus on the recognition that AY25 reports will be in the SACSCOC 5th year report with more care and scrutiny given to the plans for AY25.
- Plan owners and liaisons are satisfied with improvements and continue to be engaged in assessment. In total, 8 of the 9 recommendations for improvement in the process from the previous report were completed. Targeted training led to a 4% improvement in the assessment work. Specifically, the revisions needed for A&F, SSI, and SEM.
- We have increased awareness and focus on student success. An increase in the number of objectives that focused on student success (18 to 26) is reported in this cycle and details are in the report and appendix.
- Continued improvement in the data shared for the assessment cycle. Data exports for the strategic plan and budgets were shared with the respective departments and data on the items are included here.



REVIEW OF THE ASSESSMENT CYCLE - REPORTING AND PLANS

The process mirrored previous years' opening (September 1st) and closing (October 15th) of the assessment cycle. As a result of the previous report's feedback and recommendations, there were a few additions to the cycle. Items that were added to this cycle were:

- All templates were all provided earlier – July 15 was the last date templates were shared
- Provided specific training with SEM, SSI, and DSA, met with new University Advancement Liaisons, and met with all of A&F as a review
- Publicly shared earlier deadlines (Sept 13 and 30) for liaison reviewing
- Changed templates for Reports & Plans – added more instruction and things to consider
- Report template changed criterion reporting to a drop down
- Report template provided use of results split into 3 items (still same expectation but created summary, action planning, and drop down for next cycle)
- Report templates included Strategic Plan Tier 2 on the template for transparency
- Plan templates added strategic plan as a drop down (not free text entry)
- Plan templates added data location field as a new item

At the November 2024 meeting, the assessment committee completed a review of successes and opportunities for improvement. These are provided below and are the foundation for some of the recommendations provided in the closing section of this report. Feedback from the liaisons on this cycle included what they or plan owners shared that they liked or would recommend for changes.

Likes:

- Addition of the instructions on the templates
- Earlier availability of templates was helpful
- The data location field made people think about data access, and
- The dropdown options were appreciated.

Changes:

- There was difficulty in understanding data location as a new field/requirement
- Some struggled with different deadlines (internal liaison verses cycle deadline)
- Instructions (provided repetitively) were a distraction and the open template (i.e. not locked in data entry in specified places) was problematic
- The gray text and different fonts in the templates was also mentioned as a complaint.
- The click here or tap for text entry box caused confusion and was deleted in the new template.

Also, at the meeting, the OPA staff shared feedback from the review/approval of the reports and plans submitted. This feedback is separated between the reports and plans based on the most common cited issues/concerns.

Common highlights of the OPA approval process including feedback from reporting and planning:

- Despite adding extra time, we didn't see an increase in the pace of progress. It seemed that some plan owners were not taking the timing and process seriously. There is still a lack of understanding that this is their process, which indicates ongoing ownership issues.
- While the instructions on the form were helpful, they caused some confusion. Instead of providing concise outcome statements, some individuals responded to every question in the box, turning the outcome statement into a paragraph or even a full page. As a result, we ended up with 6 to 7 sentences as outcome statements from some areas.
- There were more revisions needed than anticipated, often for unexpected reasons. This included issues with outcome statements, methodology, and data location fields.
- Challenges in data collection and reporting were also discussed, with some participants stating difficulty in describing data location and the need for clearer instructions for the templates.
- Several issues with the submitted assessment plans. In plans, content that belonged in other sections, like methodology or criteria for success were often in the wrong places.

- Confusion existed between "methodology" and "location".
- For reporting, in the "Results" section, many responses lacked concrete data, with some simply stating they met criteria without providing the actual data.
- The "Use of Results" section also had issues, as many did not specify actions to be taken based on data.
- In "Action Planning," responses like "continue to monitor" lacked justification, such as reasons for ongoing monitoring or data trends.
- The institution was going through staffing changes which impacted assessment. There were several vacancies and new vacancies during the open cycle.

COMPLETION DETAILS

This section of the report contains details of the assessment planning cycle on completion and content. For completion, all plan owners submitted the following components: 2023-2024 Results and Use of Results (report) and 2024-2025 Methods and Criteria for Success (plan) to the Office of Planning and Assessment. We did not track the newest field (location of data) in this report as it is new this cycle but will be added in future tracking.

During the review process, revisions were requested for clarity and consistency by the OPA staff. If the information was not clear or was incomplete, the reviewer returned the item to the plan owner, and the liaison was copied, for revision and re-submission. All requests provided details of needed revisions and were given a completion and re-submission deadline for OPA approval. All revised plans were reviewed, scored, and approved.

OPA continues to use the data points of the number of revisions requested after submission as a metric for the maturity of the assessment culture at UHCL. In the previous report, a total of 322 reports and plans were reviewed, 92 (29%) had revisions. For this year's report, a total of 326 reports and plans were reviewed, with only 73 (22%) revisions requested and submitted. The focus of the assessment liaisons on these improvements is visible. The goal set last year was to have revisions at 25% or less institutionally and that goal was met. However, 29% of plans required revisions, which may have been due to the new "data location" field or the confusion in the instructions provided for outcomes. There are recommendations to address these possible issues.

The Office of Planning and Assessment can now focus more on where specifically, revisions are needed and how to improve the process. Planning was overall higher in revisions needed, so an effort will be made to make improvements in planning. Again, it is noted that a differential approach for academic and administrative & co-curricular areas is still needed. More granular data is provided in the appendix.

Tables. Summary of Assessment Approval Review and Overall Completion

	Academic Totals		Administrative & Co-curricular Totals		Combined Totals		ALL Combined
	AY 2024 Reporting	AY 2025 Planning	AY 2024 Reporting	AY 2025 Planning	AY 2024 Reporting	AY 2025 Planning	
No revision	83%	81%	88%	53%	85%	71%	78%
Revision	17%	19%	12%	47%	15%	29%	22%

Academic Reports and Plans						
	AY2024 Results & Use of Results			AY2025 Methods & Criteria for Success		
College	# Reports	Approved at Submission	Approved after Revisions	# Plans	Approved at Submission	Approved after Revisions
COB	22	22	0	22	22	0
COE	17	8	9	17	15	2
CSE	28	28	0	28	24	4
HSH	38	29	9	37	23	14
TOTALS	105	87	18	104	84	20

Administrative & Co-curricular Reports and Plans						
	AY2024 Results & Use of Results			AY2025 Methods & Criteria for Success		
Organizational Area	# Reports	Approved at Submission	Approved after Revisions	# Plans	Approved at Submission	Approved after Revisions
Academic Affairs	4	3	1	4	3	1
Administration and Finance	5	2	3	5	3	2
Facilities Mgmt. and Construction	6	5	1	6	1	5
Business Operations (formerly Finance)	4	4	0	4	4	0
Office of the President	4	4	0	5	5	0
Provost Office	2	2	0	1	1	0
Information Technology	3	3	0	3	2	1
Student Success and Initiatives	9	7	2	9	4	5
Division of Student Affairs	11	11	0	11	4	7
Strategic Enrollment Mgmt.	5	5	0	6	2	4
University Advancement	5	5	0	5	2	3
TOTALS	58	51	7	59	31	28

A review of the sections within the reports and plans where revisions were requested is again included. This specifies where OPA and the liaisons can change the number of revisions in the next cycle. Both Outcomes and Methods are areas that need to be addressed (however the location field may be conflating the methods percent).

	AY2024		AY2025			
	Results	Use of Results	SLO Outcomes	Program Outcomes	Methods	Criteria for Success
No revision	88%	88%	63%	65%	71%	77%
Revision	12%	12%	37%	35%	29%	23%

Academic	AY2024		AY2025			
	Results	Use of Results	SLO Outcomes	Program Outcomes	Methods	Criteria for Success
No revision	86%	86%	93%	67%	82%	89%
Revision	14%	14%	7%	33%	18%	11%

Administrative & Co-curricular	AY2024		AY2025			
	Results	Use of Results	SLO Outcomes	Program Outcomes	Methods	Criteria for Success
No revision	90%	90%	33%	63%	61%	64%
Revision	10%	10%	67%	37%	39%	36%

CONTENT OF THE OBJECTIVES, THE LINKS TO THE STRATEGIC PLAN, BUDGET SUPPORT, AND MEETING CRITERION

This section of the report focuses on the objectives, strategic planning, budgeting, and the reported criterion status. The Office of Planning and Assessment continuously focuses on improving assessment work and culture across campus. Recommendations from last year were the following:

1. To address the concerns of utility of the assessment planning cycle and the expected accreditation requirements, add requirements that the academic colleges and administrative/co-curricular areas include the **institutional student achievement metrics and/or UHCL progress card** in the assessment plans.
2. To address the concerns of utility of the assessment planning cycle and the expected accreditation requirements, add requirements that the academic colleges and administrative/co-curricular areas include the metrics from the **strategic plan** into the plans and reporting.

Therefore, the following sub-sections will look at how the reports and plans have carried out those recommendations.

Objective Content Towards Student Success Metrics

To address the first recommendation, 696 objectives were reviewed from the reports for 2023-2024. OPA staff looked for items that align with institutional metrics of student success (e.g., retention, graduation, or enrollment) or variants of them (e.g. retain, graduate – related to graduation and not “graduate-level”, or enroll). For the 2023 -2024 plans, there were 18 of the 696 objectives. For 2024-2025, there are 635 objectives listed and 26 now focus on enrollment, retention and/or graduation. These objectives bring UHCL’s assessment cycle more in line with

the institutional student achievement metrics and the progress card data as reported on the UHS Accountability Report and Progress Cards¹. There is still more work to ensure that the cycles are aligned and that the data from the assessment cycle are also feeding the other data needs across campus. The appendix has a table of the objectives and their data for the 2023-2024 academic year objectives and the new ones for the 2024-2025 year.

Strategic Plan Alignment

A report was generated and shared with the Office of University Strategy and Transformation (OUST) containing the reported data and planned outcomes as connected to the strategic plan. The following table has the AY2024 items with data reported.

Strategic Objective 1	Strategic Objective 2	Strategic Objective 3	Strategic Objective 4	Strategic Objective 5	Strategic Objective 6	Strategic Objective 7	Strategic Objective 8	Strategic Objective 9	Strategic Objective 10	Strategic Objective 11	Strategic Objective 12	Strategic Objective 13	Strategic Objective 14	Strategic Objective 15
0	7	19	7	1	6	53	33	17	12	7	4	508	2	20

The following table contains the AY2025 items planned for collection.

Strategic Objective 1	Strategic Objective 2	Strategic Objective 3	Strategic Objective 4	Strategic Objective 5	Strategic Objective 6	Strategic Objective 7	Strategic Objective 8	Strategic Objective 9	Strategic Objective 10	Strategic Objective 11	Strategic Objective 12	Strategic Objective 13	Strategic Objective 14	Strategic Objective 15
3	4	17	5	2	13	53	30	16	14	12	0	445	1	20

The strategic plan at UHCL continues to use this data as we redefine the metrics in the strategic plan and future reporting. Note that all academic student learning outcomes are aligned to objective 13 which is why that number is much higher than the other objectives. Ensuring that all objectives align with the institutional priorities of the strategic plan will continue for future cycles. We anticipate a newer strategic plan objective nomenclature moving forward and will continue to work with OUST on meeting their data needs.

Budgetary Support Reporting

Budget support was another reported area continued from last year where plan owners could indicate if they felt budgetary support would be needed in the future for the outcome and improvement for UHCL. There were 24 program outcomes with a checked box and stated intention for the outcome to be measured in the next plan. The details of the reports and plans for these outcomes were shared with the Office of Planning and Budget. The availability of funding at the time of reporting/planning was unknown. However, this data is still useful and will be discussed before the next reporting templates are created.

Criterion Status

The following table highlights that out of 696 objectives in the 2023-2024 reports, 33% or 234 objectives have provided opportunities where UHCL can grow (last year’s percentage was 34). To improve outcome tracking across years, a field or key needs to be created in our database. The table in the appendix provides a more detailed breakdown of these items.

Met Criteria?	Total outcomes reported	Percent
No, the results did not meet the criteria for success.	120	17%
Partially, some parts/aspects did meet but not all.	114	16%
Yes, met or exceeded.	462	66%
Grand Total	696	100%

¹ <https://uhsystem.edu/about/planning-and-performance/index.php> in the 2023 report UHCL is located on pages 14-15.

Met by Outcome Type	Total outcomes reported	Percent
Program Outcome	238	34%
No, the results did not meet the criteria for success.	54	23%
Partially, some parts/aspects did meet but not all.	54	23%
Yes, met or exceeded.	130	55%
Student Learning Outcome	458	66%
No, the results did not meet the criteria for success.	66	14%
Partially, some parts/aspects did meet but not all.	60	13%
Yes, met or exceeded.	332	72%
Grand Total	696	100%

RECOMMENDATIONS FOR IMPROVEMENT IN THE NEXT ASSESSMENT CYCLE

After approval from the Provost, the Office of Planning and Assessment will work on the necessary changes to continuously improve the assessment work and culture across campus. Of the 9 recommendations for the previous report, update notes are provided in the appendix; two of the previous recommendations are continuing this year. Below are the recommendations for moving forward into the next cycles.

1. **Better Connection to Continuous Improvement:** Reports and plans will demonstrate how data collected (e.g., student learning, advising data) informs changes in curriculum, advising, or other campus processes. Workshops and training hosted by liaisons with plan owners will address this need.
2. **Change the Templates for Reporting:** New reporting templates will ensure a clear connection between planned actions (as reported in the previous year) to the actions taken (in the current year) with the impact on data within that year.
 - a. The new templates will require plan owners to refer to the previous year's report while creating their current year report, ensuring a direct link between changes made and the data collected on the outcomes. Plan owners will need to copy planned actions into the new report.
 - b. Plan owners will detail what actions were taken in the current year. They will also assess the perceived impact on data (positive, neutral, or negative) in the reporting. This will clarify whether actions led to measurable improvements or not to the changes in data.
3. **Increase File Access:** There was an emphasis on ensuring that the previous year's approved reports (AY24) are accessible when writing new reports (AY25), so owners can see what they committed to and what changes were implemented. OPA will complete this when the templates are provided for reporting.
4. **Make Overall Template Revisions:** Templates must be locked so only the text box response areas are available for edits. Instructions will be added and noted based on each data entry box, not on the template itself but as a resource at the end of the template.
5. **Elevate UHCL Metrics:** The committee will continue to elevate the importance and utility of the assessment planning cycle and the expected accreditation requirements; the future cycle will use the objectives from the **institutional student achievement metrics and/or UHCL progress card** in the assessment plans and ensure alignment and similarities in the data.
6. **Linking to Grants:** The assessment committee will explore ways in which assessment plan data can align

with common grant application data. For programs and departments where it might be applicable, the assessment data can be used in similar ways as the alignment to UHCL metrics, strategic plan, etc.

CLOSING REMARKS

The closing of the assessment cycle for AY2024 and planning for AY2025 completed with 100% participation. This full participation/completion has been a trend for multiple years. Tracking the revisions needed continued to this year. Under 30% of all combined submissions requested revisions; it is noted that the areas with the largest numbers of revision continues to be varied across the areas of campus. The Office of Planning and Assessment continued to support all areas through the assessment committee, shared resources and training materials, and one-on-one support. This report focuses on the content of the reports and cycles over completion of reports and plans. There has been a shift towards more quality assessment and a growth in the use of metrics of institutional importance and student success (e.g. enrollment, graduation, and retention). Specifically, reporting shows an increase in objectives and measures with those metrics in this report. There was some consistency across the institution and alignment to institutional priorities and strategic planning in this cycle.

As the culture of assessment at UHCL continues to mature, it is imperative that the assessment cycle matures with it. In this report, there is a transition from the reporting of details within the cycle towards the use of data for continuous improvement. This includes helping areas focus on action based on the data they collect. This next step has helped UHCL to serve our students and community and with successful, continued accreditation for our institution and programs. Further, the institution, division, and department transparency in the connection of assessment to strategic planning, student achievement metrics, and budgeting are becoming more interwoven into practice. This cycle is a demonstration of the next steps in the connection of these and the use of more meaningful data across the campus.

The use and importance of assessment planning and reporting cannot be understated. This work brings continuous improvement to the forefront of all we do. Programs, academic colleges, divisions, and the entire institution rely on the assessment cycle work for documentation of improvements made and accomplishments towards achievement of our goals. UHCL needs a strong, mature assessment culture for documentation, reporting, and accreditations. Therefore, the ending recommendations are provided to assist programs, divisions, and the campus in moving the needle toward a strong assessment culture while we reach stakeholder and accreditation expectations. In closing this report, we celebrate the continued efforts of everyone at UHCL and recognize this work is used regularly by all those engaged in the cycle.

Appendix A. Rubrics

Assessment Reporting Review Rubric



Assessment Submission Form

Program/Dept.		Program/Dept. Contact Person	
Liaison		Program/Dept. Contact Person Email	

I have read, understood, and approved the Assessment report and plan for the program/unit stated above. I confirm that the Assessment report and plan complies with the UHCL Assessment Policies and Procedures as communicated to me.

AY 2024 Results and Use of Results						
	Terms	Needs Improvement	Compliant	Exemplary Quality	Liaison Shared Form Notes	Liaison Notes To be completed if Needs Improvement is selected.
AY 2024 Assessment Reporting	Results	<input type="checkbox"/> Incomplete findings. Findings do not prove whether targets were met, partially met, or not met.	<input type="checkbox"/> Addresses the targets. Evaluated with appropriate statistical models. Used the provided check box.	<input type="checkbox"/> Provided clear data and the provided check box. Provides solid evidence that targets were met, partially met, or not met.	<input type="checkbox"/> Yes, notes were shared with contact person.	
	Use of Results	<input type="checkbox"/> Too general, not specific. Recommendations are not made.	<input type="checkbox"/> Used the provided check box(es). Reflects on what was learned during the assessment cycle (summary). Provided some action plans (action planning).	<input type="checkbox"/> Reflects on outcomes and the box(es) selected. Exhibits good understanding of finding implications to the program or unit (summary). Identifies actions (monitor, remediation, or enhancing) for key areas (action planning).	<input type="checkbox"/> Yes, notes were shared with contact person.	

Assessment Plan Review Rubric

AY 2025 Outcomes, Methods, and Criteria for Success						
	Terms	Needs Improvement	Compliant	Exemplary Quality	Liaison Shared Consent Form Notes	Liaison Notes To be completed if Needs Improvement is selected.
AY 2025 Assessment Planning	Student Learning Outcome	<input type="checkbox"/> SLO is too broad and not measurable. Confuses grades as SLO.	<input type="checkbox"/> SLO is broad, but can be measurable if rubric is well developed. Includes course where learning is measured.	<input type="checkbox"/> Clearly states the expected knowledge, skills, attitudes, abilities, and competencies that students are expected to acquire with name & course number.	<input type="checkbox"/> Yes, notes were shared with contact person.	
	Program Outcome	<input type="checkbox"/> Describes a process rather than a function, purpose, or initiative. Unclear how PO will be observed or measured.	<input type="checkbox"/> PO is appropriate but language may be vague.	<input type="checkbox"/> Clearly describes the program's contribution to the fundamental purpose.	<input type="checkbox"/> Yes, notes were shared with contact person.	
	Method	<input type="checkbox"/> Method is not identified or effectively described.	<input type="checkbox"/> Method can be identified and reflects good methodology.	<input type="checkbox"/> Method can be clearly identified as direct or indirect and reflects good methodology.	<input type="checkbox"/> Yes, notes were shared with contact person.	
	Data Location	<input type="checkbox"/> Location is not identified or effectively described.	<input type="checkbox"/> Location may be identified within the area.	<input type="checkbox"/> Location can be clearly identified and people beyond area could find data.	<input type="checkbox"/> Yes, notes were shared.	
	Criteria for Success	<input type="checkbox"/> No benchmarks or targets identified. Targets are not clearly defined; language is vague and subjective.	<input type="checkbox"/> Basic level of achievement described. Targets seem subjective.	<input type="checkbox"/> Targets are specific, detailed, measurable, and related to the method.	<input type="checkbox"/> Yes, notes were shared.	
	Tier 2	<input type="checkbox"/> Not selected	<input type="checkbox"/> Selected one	N/A		

For questions contact: Assessment@uhcl.edu

Appendix B. 2024-2025 UHCL Assessment Committee and Liaison List*

Committee Member List	Liaison Assignment
Dr. Kathy Matthew, Office of the Provost	Academic Affairs Division
Ms. Yolanda Edmond, Administration and Finance	Administration and Finance Division
Mr. Russell Miller, Administration and Finance	Administration and Finance Division
Ms. Sherry Hawn, Administration and Finance (until departure)	Administration and Finance Division
Dr. Donna Stringer, College of Business	College of Business
Dr. Joan Bruno, College of Business	College of Business
Dr. Troy Voelker, College of Business	College of Business
Dr. Dmitry Suspitsyn, College of Education	College of Education
Dr. Terry Shepherd, College of Education	College of Education
Dr. Omah Williams-Duncan, College of Education	College of Education
Dr. Dawit Woldu, College of Human Sciences and Humanities	College of Human Sciences and Humanities
Dr. Shreerexha Pillai, College of Human Sciences and Humanities	College of Human Sciences and Humanities
Mr. Greg Haines, College of Human Sciences and Humanities	College of Human Sciences and Humanities
Dr. Ahmed Abukmail, College of Sciences and Engineering	College of Science and Engineering
Dr. David Garrison, College of Sciences and Engineering	College of Science and Engineering
Dr. LeeBrian Gaskins, Office of Information Technology	
Mr. Mike Livingston, Office of Information Technology	Information Technology
Dr. Pam Shefman, Office of Planning and Assessment, Co-Chair	Office of the President and Office of the Provost
Ms. Carmen Conley, Office of Planning and Assessment (ex-officio)	
Ms. Karen Elliott, Office of Planning and Assessment (ex-officio) (until departure)	
Ms. Tammy Braswell, Office of Planning and Assessment, Co-Chair	
Mr. Scott Sawyer, Strategic Enrollment Management (interim)	
Mr. Richard Floyd, Strategic Enrollment Management	Strategic Enrollment Management Division
Ms. Mary Ann Shelley, Division of Student Affairs	Student Affairs Division
Dr. Andrew Wiemer, Division of Student Affairs	Student Affairs Division
Dr. Mary Ramos, Student Success & Initiatives	Student Success and Initiatives
Ms. Regan Joswiak, Student Success & Initiatives	Student Success and Initiatives
Dr. Timothy Richardson, Student Success & Initiatives	
Ms. Xaymara Garza, University Advancement	University Advancement Division
Ms. Kendra Hakanson, University Advancement	University Advancement Division
Mr. Stephen Davis, University Advancement	University Advancement Division
Mr. Joseph Staley, University Advancement	

*list as of December 2024

Appendix C. Previous Recommendation Statuses

RECOMMENDATIONS FOR IMPROVEMENT IN THE AY23/AY24 REPORT WITH UPDATES ON ACTIONS

1. Highlight the importance of the utility of the assessment planning cycle and the expected accreditation requirements, the future cycle will use the objectives from the **institutional student achievement metrics and/or UHCL progress card** in the assessment plans and ensure alignment and similarities in the data. **UPDATE:** As reported here, committee and liaisons worked to increase the number of assessment items focused on these metrics again this year. This will continue into all years.
2. Continue more alignment in assessment planning and reporting for the academic colleges and administrative/co-curricular areas to match the **metrics** from the **strategic plan**. This will lead to strong reporting and will be a focus before the next cycle begins – timing of both cycles will be evaluated. **UPDATE:** As reported here, the exports have been shared and the tracking for the strategic plan continues.
3. Refine and address recommendations for improvements in the assessment cycle, the Office of Planning and Assessment will be focused on the following tasks:
 - a. Revisions to the reporting template include clearer instructions and expectations on results and use of results sections, as well as including the strategic plan alignment on the template so areas understand and know their impact on the strategic plan. Consider splitting the Program and Student Learning Outcome templates to provide specific instruction for these. **UPDATE:** this was completed.
 - b. Revisions are needed for the plan template to ensure criteria for success and methods are stronger in alignment with the stated objectives (including more details on methods so data are clear and can be duplicated by anyone in the area). **UPDATE:** this was focused on and a new field was added for data location to help ensure that reporting can be completed by others.
 - c. Providing smaller workshops with an Assessment Coordinator and individual programs and considering concentrated-area training for clarity in expectations for liaisons and plan owners. The goal is further reduction in revisions needed to below 30% institutionally. **UPDATE:** this was completed with bootcamps and meetings held for the administrative and co-curricular departments.
4. Reinforce an internal deadline for liaisons to allow for plan owners to return revisions to them to ensure that the rubric is accurate and allowing the liaison the ability to have a final review. The committee should set a lower revision threshold than 30% and may consider different expectations for reporting and planning. **UPDATE:** this was done but confusion was noted earlier in this report – recommendation was completed.
5. Advocate for an institutional priority on the metrics that are used across the campus. In the re-set of the strategic plan, it is requested that all colleges, departments, and programs look at enrollment, retention, and graduation in similar ways and with similar measures. The assessment committee will support the use of these metrics in the 2025 planning cycle. **UPDATE:** this was completed as each dean's office worked collaboratively on how to collect and measure data the same for the 2024-2025 plans.

6. The assessment committee should explore ways in which assessment plan data can align with common grant application data. For programs and departments where it might be applicable, the assessment data can be used in similar ways as the alignment to UHCL metrics, strategic plan, etc. UPDATE: this was not completed and will carry over for the next cycle. More database clean-up must occur for this to be completed.

Appendix D. Criterion Status

By college/division	By status		Partially met.		Yes, met or exceeded.		Total Total outcomes reported	Total Percent
	Did not meet		Total outcomes reported	Percent	Total outcomes reported	Percent		
Administration and Finance	9	8%	12	11%	23	5%	44	6%
Program Outcome	9	100%	12	100%	23	100%	44	100%
College of Business	14	12%	29	25%	96	21%	139	20%
Program Outcome		0%		0%	17	18%	17	12%
Student Learning Outcome	14	100%	29	100%	79	82%	122	88%
College of Education	25	21%	9	8%	46	10%	80	11%
Program Outcome	3	12%	3	33%	3	7%	9	11%
Student Learning Outcome	22	88%	6	67%	43	93%	71	89%
College of Human Sciences and Humanities	24	20%	14	12%	79	17%	117	17%
Program Outcome	8	33%	3	21%	14	18%	25	21%
Student Learning Outcome	16	67%	11	79%	65	82%	92	79%
College of Science and Engineering	10	8%	11	10%	141	31%	162	23%
Program Outcome	4	40%	3	27%	8	6%	15	9%
Student Learning Outcome	6	60%	8	73%	133	94%	147	91%
President	3	3%	4	4%	6	1%	13	2%
Program Outcome	3	100%	4	100%	6	100%	13	100%
Provost Office	4	3%	9	8%	13	3%	26	4%
Program Outcome	4	100%	8	89%	13	100%	25	96%
Student Learning Outcome		0%	1	11%		0%	1	4%
Strategic Enrollment Management	1	1%	6	5%	8	2%	15	2%
Program Outcome	1	100%	6	100%	8	100%	15	100%
Student Affairs	17	14%	5	4%	20	4%	42	6%
Program Outcome	9	53%	2	40%	14	70%	25	60%
Student Learning Outcome	8	47%	3	60%	6	30%	17	40%
Student Success and Initiatives	6	5%	6	5%	25	5%	37	5%
Program Outcome	6	100%	4	67%	19	76%	29	78%
Student Learning Outcome		0%	2	33%	6	24%	8	22%
University Advancement	7	6%	9	8%	5	1%	21	3%
Program Outcome	7	100%	9	100%	5	100%	21	100%
Grand Total	120	100%	114	100%	462	100%	696	100%

Appendix E. 2024 Reporting for Student Success

Reported items in 2023-2024 that mentioned enrollment, retention, graduation

College	Program/Area	Outcome Description	Criteria for Success	Criteria Status	Results Data	Summary of Results	Use of Results	Next Cycle
College of Business	COB Plan	COB will exceed national norms for one-year retention rates for an undergraduate population of first-generation, part-time, adult learner population	The CoB will have a 60% five-year cumulative first-year retention rate defined as (new enrolls – one-year attrition)/(new enrolls).	Yes, met or exceeded.	<p>All data for COB assessment is on Teams. The data for this assessment can be found at Team>COB Assessment Data>COB Plan Data should the specific data link not work. COB 5-Year Retention Rates.xlsx</p> <p>The COB met and exceeded this goal, with an undergraduate retention rate of 62% and a graduate retention rate of 69%. Exceeding the retention target indicates that the COB's retention strategies, such as academic support, advising, and engagement initiatives, are working effectively for both undergraduate and graduate students.</p>	<p>Past efforts, such as improved onboarding processes, enhanced student engagement programs, and academic advising, likely contributed to this strong retention performance.</p>	<p>This information will inform ongoing efforts to further refine and expand retention initiatives, especially for at-risk student populations.</p> <p>Given the importance of retention in student success, this metric will be carried forward into future planning and assessment cycles to ensure continued monitoring and improvement</p>	My area will continue to report on this outcome in the next cycle (it will be in the next plan and will not be modified).

College of Business	COB Plan	CoB transforms the lives of first-generation learners.	The CoB will confer 1400 degrees to first-generation learners over a rolling five-year period.	Yes, met or exceeded.	<p>All data for COB assessment is on Teams. The data for this assessment can be found at Team>COB Assessment Data>COB Plan Data should the specific data link not work. 1st Gen Degrees.xlsx</p> <p>The COB exceeded this goal, conferring 1,531 degrees to first-generation learners over the past five years. This suggests that the COB's initiatives supporting first-generation learners are effective, and there is strong demand and success in this demographic.</p>	<p>Previous efforts, such as student recruiting messaging, university support for first-generation learners, and schedule building efforts, likely contributed to this positive outcome. The information will be used to continue reinforcing these initiatives, focusing on scaling successful support strategies.</p>	<p>The information will be used to continue reinforcing these initiatives, focusing on scaling successful support strategies. Given the success, this metric will be carried forward into future planning and assessment to ensure the sustained success of first-generation learners in the COB.</p>	<p>My area will continue to report on this outcome in the next cycle (it will be in the next plan and will not be modified).</p>
---------------------	----------	--	--	-----------------------	--	---	---	--

College of Education	COE Plan	Increase student retention through targeted counseling and other student success initiatives.	<p>Metric 2.1 Increase in retention rate (in %) from prior year; Standards & Ratings of Performance: Four-Point Rating System (1. Needs Improvement; 2. Satisfactory, 3. Very Good, 4. Excellent) A percentage increase up to 3% will be considered “Satisfactory”; A percentage increase between 4% and 5% will be considered “Very Good”; a percentage increase over 5% will be considered ”Excellent”; Any percentage decrease in student retention will get the rating of “Needs improvement.”</p>	Partially, some parts/aspects did meet but not all.	<p>Data for the entire 2023-2024 AY was not available in the IR dashboards. Methodologically, the full data for the 23-24 AY was conceptualized to be used as a baseline year to be compared with performance in the following academic years. As soon as official census data for Fall 2024 is available, we will revisit this analysis. The partial analysis of data from spring semesters (Spring 2023 and Spring 2024) reveals a 71.6-percent retention rate for FTIC (first time in college) undergraduate students (first-time, full-time in IPEDS terminology). Compared to other colleges at UHCL, COE looks favorably on this metric: Business College 70.8%, HSH 71.7%, and Science and Engineering 62.3 percent.</p>	As indicated above, we will revisit this analysis with full data to set baseline indicators.	<p>We will include retention measures for graduate students and modify targets and benchmarks. Regarding the targets, relative targets will remain the same, namely increases in retention rates by level compared to the prior year. An additional benchmark will be comparison with the UHCL average. We will consider a methodology for retention of graduate students to include both full-time and part-time master’s and doctoral students.</p>	My area will continue to report on this outcome in the next cycle (it will be in the next plan and will be modified).
----------------------	----------	---	---	---	---	--	---	---

College of Education	COE Plan	Increase student enrollment in COE through effective recruitment and student success initiatives.	<p>Metric 1.1: Increase in enrollment from prior year, in %;</p> <p>Standards & Ratings of Performance: Four-Point Rating System (1. Needs Improvement; 2. Satisfactory, 3. Very Good, 4. Excellent)</p> <p>A percentage increase up to 5% will be considered "Satisfactory"; A percentage increase between 5% and 10% will be considered "Very Good"; a percentage increase over 10% will be considered "Excellent;" Any percentage decrease in enrollment will get the rating of "Needs improvement."</p>	No, the results did not meet the criteria for success.	<p>Data to analyze this outcome is incomplete. The decision was made to use the official census data from the Office of Institutional Research to ensure standard reports, data elements, and methodologies used across the University. To this end, the data source has been determined to be IR Clarity Dashboards. IR has not posted the official census data for Fall 2024 yet. As a result, comparisons between Fall 2023 and Fall 2024 enrollments are not possible at this time. However, some partial data for the year under review and some preliminary, unofficial data indicate that COE enrollment decreased in the 2023-2024 AY. When comparing enrollments for Spring 2023 and Spring 2024, we observe a decrease in undergraduate students by 95 students (from 877 in Spring 2023 to 782 in Spring 2024). On the other hand, graduate student enrollment (master's and doctoral students) increased by 14 students (an increase from 443 graduate students in Spring 2023</p>	COE is acutely aware of the enrollment initiative of the UHCL Strategic Plan. The College has been making efforts to recruit students through an enhanced and streamlined SEM campaign (events, practices, and strategies) on the part of COE academic programs in conjunction with the UHCL admissions office. The College is developing tactics and strategies to counter changes in the higher education external environment, such as demographic shifts in high school graduates, competitive pressures from peer institutions, and rising costs of higher education.	Enrollment measures will be diversified to include possible metrics of student credit hour (SCH) enrollments and/or FTE enrollments by level.	My area will continue to report on this outcome in the next cycle (it will be in the next plan and will be modified).
----------------------	----------	---	---	--	--	--	---	---

to 457 in Spring 2024). Unofficial fall 2024 data reveals similar patterns: a decrease in undergraduate enrollment and increase in graduate enrollment, which is insufficient to compensate for the overall decline in enrollment. Based on our criteria for performance, any percentage decrease is considered as representative of the “Needs Improvement” standing.

College of Human Sciences and Humanities	HSH Plan	Ensure student success and effective academic progress through degree-completion in order to improve student persistence rates.	The College of Human Sciences and Humanities first to second term persistence rates for domestic and international FTIC students will remain higher than the UHCL average.	Yes, met or exceeded.	For domestic and international FTIC students who entered UHCL between fall 2023 and spring 2024, the first term persistence rate was 86.7% for the university. For the same population, looking just at those who started in the College of Human Sciences and Humanities, a first term persistence rate of 87.7% was observed. First term persistence for HSH students is 1% higher than the university average.	While domestic and international FTIC students in HSH persist into the second term at a rate slightly higher than the university average, the college needs to examine the reasons students choose to leave during or after their first term. The college did not make a concerted effort to increase persistence rates in 2023-2024, though individual programs may have. The college has been focused on ensuring programs are operating at a healthy capacity by exploring the relationship between full-time employees in each program, headcount of majors, and semester credit hour generation. The assumption is that a "right-sized" program will have maximum capacity to support its students in ways that will have a positive impact on first term persistence.	The college is shifting its focus for assessment on developing an understanding of capacities in various areas. For our academic programs, we need to ensure we understand where we have growth opportunities as far as major enrollment and SCH productivity. Once those prospects are clear, the college will work to determine the strategies that need to be implemented from program to program to uniquely accommodate and maximize productivity.	My area will continue to report on this outcome in the next cycle (it will be in the next plan and will be modified).
--	----------	---	--	-----------------------	---	---	---	---

College of Science and Engineering	CSE Plan	Continuously improve retention of students.	80% for Graduate Students, 80% for UG Transfer students and 80% for FTIC students.	Partially, some parts/aspects did meet but not all.	<p>The retention data for the College was only available for Undergraduate and Graduate Students. No specific data on transfer students or FTIC were available for this report. Below is a summary of the data:</p> <p>UG Retention rate from Base Term Fall 2022 to Fall 2023 – 65.6%</p> <p>UG Graduation rate from Base Term Fall 2022 to Fall 2023 – 0.2%</p> <p>Graduate Retention rate from Base Term Fall 2022 to Fall 2023 – 82.2%</p> <p>Graduate Graduation rate from Base Term Fall 2022 to Fall 2023 – 4.2%</p>	<p>Our Retention Rate for Graduate students met the 80% goal. Less than 15% of eligible graduate students who started in Fall 2022, failed to enroll in Fall 2023. However, Undergraduate retention fell short at 65.6%. We need to increase efforts to improve this rate. In reviewing the data from the IR Data Portal, I noticed that the lowest undergraduate retention rate last year was for Computer Information Systems at 46.7% and the highest was Physics at 70%. We need to look deeper into the trends to determine how to improve.</p>	<p>We need to evaluate retention by program and not simply at the college level. We should also investigate best practices for retaining undergraduate students. If we can increase the retention in our underperforming programs, we should be able to raise the overall retention of the college</p>	<p>My area will continue to report on this outcome in the next cycle (it will be in the next plan and will be modified).</p>
------------------------------------	----------	---	--	---	---	--	--	--

Strategic Enrollment Management	Admissions	Increase academic college and academic program engagement in recruitment efforts.	Increase individual academic program yield rates for the academic programs that participate in creating and deploying email communication in Slate compared to the yield rates last year.	Partially, some parts/aspects did meet but not all.	<p>The Office of Admissions was able to get one college completed with templates for outreach for prospective students.</p> <p>Name Status</p> <p>College of Business Complete</p> <p>College of Science and Engineering Pending</p> <p>College of Human Science and Humanities Pending</p> <p>College of Education Pending</p> <p>Communication via Slate is our mastery method used to recruit and engage various populations. Domestic undergraduate and graduate admissions exceeded the program outcomes by hosting 22 events focused on recruitment and enrollment. The events do not include external recruitment events to as information sessions, college fairs, private visits, and exhibiting opportunities. Success of events will continue to be monitored on a case-by-case basis.</p>	With the implementation of the College of Business templates, we successfully launched outreach efforts to 100% of our target audience, achieving a minimum open rate of 30%. This initiative significantly enhanced our ability to connect with prospective students on a more personal level.	Undergraduate and Graduate will continue to be proactive with the college's input and inclusion for engaging prospective students.	This outcome is discontinued in the next cycle (another outcome may or may not replace this one).
---------------------------------	------------	---	---	---	---	---	--	---

Strategic Enrollment Management	Admissions	Improve graduate application process using Slate CRM.	Increase the Fall 2024 application completion rate for the graduate programs in Slate to 75%.	Yes, met or exceeded.	<p>The system used to track data is Slate and Peoplesoft. The institution had three college graduate degree programs (25 degree programs) currently in Slate until Spring 2024 enrollment. Total FY23 application count: 649 and FY24 application count: 806. There were (284) incomplete files for all degree programs for Fall 2024 in Slate. FY23 yield rate=75%, FY24 yield rate=85%.</p> <p>Starting Fall 2024, all graduate degree programs are in Slate which can be reported with factual data later in 2024-2025.</p> <p>Currently, the undergraduate team does not have any programs implemented in Slate CRM. However, we plan to explore these options in the future to ensure we are leveraging all available platforms for effective and positive outreach to prospective students</p>	<p>Data is used to make modifications as needed with our admissions process. Increasing the number of applications was the initial goal and was able to accomplish for 3 out of 4 colleges which is a strength. Areas of opportunity remains the number of incomplete files. Data tells us that we need to be focused on communication efforts that will yield better results in decreasing the number of incomplete files. A new communication plan has occurred that has helped with yield rates. Upon review it was discovered that modifications are needed to the admissions transcript policy and deferral letter process.</p>	<p>Revise communication plan via Slate that contacts inquiries and applicants. Reoccurring communication will be automatically released in a sequence to applicants. The data will be used to improve overall performance.</p>	<p>This outcome is discontinued in the next cycle (another outcome may or may not replace this one).</p>
---------------------------------	------------	---	---	-----------------------	--	--	--	--

Strategic Enrollment Management	Admissions	Promote, educate, and recruit prospective students in order to increase new freshman and transfer student enrollment.	Meet or succeed new freshman and transfer student enrollment goals set by Fall 2024. Fall 2024, freshman (First time in College) enrollment goal is 500 and transfer enrollment goal is 1300.	Partially, some parts/aspects did meet but not all.	Admissions utilized the weekly admissions report (Funnel Breakdown) for tracking and call of action for prospective students to respect the terms of enrollment. These reports provide comprehensive data that each Enrollment Management Counselor and Graduate Enrollment Based on data and use of results, it has been determined that some recruitment goals have been met FY23-24. Areas of opportunity still remain the timeline which applications are being completed. An action plan with deliverables is currently in motion to yield better results.	The use of data/results will continue to be evaluated to determine what necessary adjustments are needed. Based on data available via funnel reports allow us to better track enrollment.	Undergraduate and Graduate admissions will continue with the program outcome for the next cycle to increase enrollment goals.	This outcome is discontinued in the next cycle (another outcome may or may not replace this one).
Student Affairs	Campus Recreation and Wellness	Students who utilize Campus Recreation and Wellness facilities, programs or services will demonstrate higher key performance indicators.	Students who use Campus Recreation and Wellness facilities, programs or services at least 4x per semester will have higher GPA's and retention rates over non-users.	No, the results did not meet the criteria for success.	Not met. We were unable to get the data for this outcome and will be making changes to this outcome for FY25	We have decided to change this assessment, because we don't feel that we are learning anything from this assessment outcome that we can impact.	Our focus for next fiscal year will be on measuring student belonging in Campus Recreation and Wellness Programs.	This outcome is discontinued in the next cycle (another outcome may or may not replace this one).

Student Affairs	Dean of Students	Students reported as CARE Team concerns will remain enrolled during that same semester.	75% of CARE Team students of concern will have maintained enrollment per semester.	Yes, met or exceeded.	<p>CARE Student Enrollment Data:</p> <ul style="list-style-type: none"> • Overall, 93% of students who received CARE Team support and/or services maintained their university enrollment. • Fall 2023 – 94% of students (30/32) who received CARE Team support and/or services maintained their university enrollment • Spring 2024 – 95% of students (19/20) who received CARE Team support and/or services maintained their university enrollment • Summer 2024 – 50% of students (1/2) who received CARE Team support and/or services maintained their university enrollment 	<p>Strengths – We exceeded our criteria of success. Overall, 93% of students who received CARE Team support and/or services maintained their university enrollment. Consistence with CARE student support services.</p> <p>Weaknesses – 7% of students who received CARE Team support and/or services did not maintain their university enrollment.</p> <p>Opportunities – Develop and streamline CARE Team response protocols based on best practices.</p> <p>Students are receiving CARE Team support consistently and within a timely manner. In partnership with campus partners, the CARE Team effectively provides mental health and student care support and services to UHCL students.</p>	<p>This data shows us that our CARE Team student support services are effective. However, we will continue to work on developing and streamlining CARE Team response protocols, based on best practices, to provide holistic support to students. No additional assessment is needed currently.</p>	<p>This outcome is discontinued in the next cycle (another outcome may or may not replace this one).</p>
-----------------	------------------	---	--	-----------------------	---	--	---	--

<p>Student Success and Initiatives</p>	<p>COB Advising</p>	<p>Proactive Academic Advising (Probation): The COB Office of Academic Advising will assist students on academic probation in making well-informed decisions related to their academic goals to increase academic performance</p>	<p>50% of COB Probation students will participate in an advising session during the semester and following semester that they are on continued probation. Will pull the headcount of probationary students, each semester, and calculate how many attended the advising sessions to see if 50% or more participated</p>	<p>No, the results did not meet the criteria for success.</p>	<p>In FA23, 94 (16%) COB students were placed on probation and 15 scheduled an advising appointment from the Appointment campaign sent out by all COB Advisors; therefore, this population of COB probation students scheduled a probation advising appointment from the campaign. In SP24, 204 COB students were placed on probation and 50 (25%) scheduled an advising appointment from the Appointment campaign sent out by all COB Advisors, therefore, this population of COB probation students scheduled a probation advising appointment from the campaign. For FA24, the Appointment campaign ends on October 25; therefore, that data will not be available until the end of October 2024.</p>	<p>There was staff turnover and onboarding of new advisors whereas the probation campaigns may not have captured the appropriate population. We learned that students that have had the same academic advisor, were more likely to respond to the campaign and schedule a mandatory probation advising appointment.</p>	<p>Check campaigns sent by advisors to ensure accuracy and to ensure that the population is being captured, accordingly. Will continue to check how many students have scheduled appointments from the campaign, on a weekly basis, until the campaign end date, which varies by semester.</p>	<p>My area will continue to report on this outcome in the next cycle (it will be in the next plan and will be modified).</p>
--	---------------------	---	---	---	--	---	--	--

<p>Student Success and Initiatives</p>	<p>COB Advising</p>	<p>COB undergraduate and graduate students will have increased retention.</p>	<p>Increase social media followers/presence by showcasing students on social media, UHCL website and/or on-campus advertisement that have participated in COB related programs/opportunities while assessing if this increase of social media presence will increase retention by 5% of COB students. This would be the base year and we would survey the students at the end of the Fall and Spring semesters.</p>	<p>Partially, some parts/aspects did meet but not all.</p>	<p>One COB Advisor has been tasked with updating the website, social media feeds and advertisement of student opportunities for COB undergraduate and graduate students. Since February 2023, we have advertised over 30 different programs, activities, education abroad and job opportunities for students via email, on-site monitor, and social media feeds (Twitter, Facebook, and Instagram). Traffic has increased from 7 to 226 followers on Instagram, 2 to 11 followers on Facebook and 0 to 14 followers on Twitter since designating a point person to manage the social media feeds for the COB. As of July 2024, we have advertised over 60 different programs, activities, education abroad and job opportunities for students via email, on-site monitor, and social media feeds (Twitter, Facebook, and Instagram). Traffic has increased from 226 to 283 followers on Instagram, 11 to 17 followers on Facebook</p>	<p>COB Advisor responsible for this initiative separated from the university in March 2024, and a new advisor assumed this role in May 2024. The survey has not been sent to COB students but will be sent out at the beginning of FA24 semester.</p> <p>The goal was to develop content for the social media platforms and after the social media platforms have been updated/redesigned for 6 months, we would distribute a survey to all COB students to gauge how they interact with social media, opportunities/resources learned and participation in programs/events etc., from having been introduced via our social media platform. We are trying to learn what is the best method to engage COB students and have them interact with COB related opportunities, programs and events. We are trying to reach</p>	<p>Will continue to promote COB Social Media feeds to include all COB activities, opportunities and information sharing. Will offer a raffle for a COB swag bag to one of the followers, from each social media feed, from the COB Raffle Contest post and one of the followers that “likes” the post will be selected at random for this prize. This incentive will happen by the end of late registration for Spring 2025 semester. We will advertise on all social media feeds and during drop in registration, which is the first week of classes. Will encourage students to follow us and advertise in our office during this time, as well.</p>	<p>My area will continue to report on this outcome in the next cycle (it will be in the next plan and will not be modified).</p>
--	---------------------	---	---	--	---	---	--	--

and maintaining the 14 followers on Twitter since designating a point person to manage the social media feeds for the COB. This criterion was partially met due to not being able to distribute the survey as the staff member responsible for creating the survey separated from the university.

the students where they are and what would be the best method to do so. We can distribute a pre and post survey to compare results of engagement.

In addition to retention, we can track additional followers and how many page views/likes as a method for assessment and criteria for success. Despite the advisor leaving, there was an increase in followers on both Instagram and Facebook with the largest increase in Instagram followers.

The increase in followers shows that the students are engaging in information shared by the COB Advising Team via social media outlets. The top three Instagram posts were as follows:

- Scavenger Hunt Photo (45 likes)
- Texan Day Photo (43 likes)
- Hunter the Hawk – Stuff a Hawk Photo (35 likes) - TIED
- Spring 2023

Graduates Photo (35 likes) – TIED

It appears that there's more engagement with posts including images of people. We will focus on more photo opportunities to post on our social media feeds.

<p>Student Success and Initiatives</p>	<p>HSH Advising</p>	<p>Priority Academic Advising: The HSH Office of Academic Advising will educate, assist, and empower continuing HSH students in making well-informed decisions related to academic goals to ensure course planning and enrollment is completed prior to the end of the first month of open enrollment.</p>	<p>40% of HSH Students who attend at least one advising session per long semester will enroll in at least one course for the upcoming term by the end of the first month of open enrollment.</p>	<p>Yes, met or exceeded.</p>	<p>A month before each early registration period, advising implements proactive outreach to schedule student appointments to review and course plan for the upcoming semester. Fall 2023 HSH continuing student timeliness of enrollment by the end of the first month of open enrollment for the Spring 2024 enrollment term was 45% or 731 of 1593 continuing students were enrolled by the end of the first month of open enrollment (Nov 10 – Dec 10). Spring 2024 HSH continuing student timeliness of enrollment by the end of the first month of open enrollment for the Fall 2024 enrollment term was 64% or 946 of 1477 continuing students were enrolled by the end of the first month of open enrollment (Apr 12 – May 12).</p>	<p>The timeliness of enrollment for Spring 2024 HSH continuing students is higher (64%) than Fall 2023 HSH continuing students (45%). The Fall 2023 to Spring 2024 retention rate (45%) within the first month of open enrollment could be improved. The data suggests the loss of two academic advisors in November 2023 impacted Fall 2023 timeliness of enrollment as a reduced staff strained advising resources and increased advising caseloads. In contrast, Spring 2024 data displays an increase as one additional academic advisor was added to staff in January 2024. Students not practicing timely enrollment can impact overall retention as instruction modes, program requirements, or course offerings become unavailable. Results indicate the importance of advising to be fully staffed, which assists with appointment availability and outreach to engage</p>	<p>The results of the data will propose changes in assessment into the next cycle to improve early enrollment rates and ensure students enroll in 12+ credit hours during the first month of open enrollment. The advising office will focus on several key areas. First, the office will be fully staffed by Spring 2025 (one vacant position remains) through a recruitment drive using popular advising networks such as Texas Academic Advising Network and National Academic Advising Association. Once recruited, advising will implement comprehensive training, and a structured onboarding process utilizing video training modules through</p>	<p>My area will continue to report on this outcome in the next cycle (it will be in the next plan and will be modified).</p>
--	---------------------	--	--	------------------------------	--	---	--	--

students who did not re-enroll within the first month of open enrollment. Changes that occurred between the prior assessment cycle to this cycle caused advising caseloads to be increased due to the loss of two academic advisors at the start of November 2023.

the Canvas Learn Management System. The comprehensive training mapped through Canvas LMS will work to ensure the newest advisor is comfortable in their practices and knowledgeable of university processes. Advisors will also emphasize the benefits of enrolling in 12+ credit hours during advising sessions, supported by a targeted communication enrollment campaign to increase awareness of early enrollment benefits, such as the flexibility in course scheduling or timeliness to graduation. Messaging will be implemented using EAB Navigate enrollment campaigns to

								<p>email and text students. Continuous assessment will be conducted during the first month of enrollment through data collection and data analysis using EAB Navigate advanced search features to identify the impact advising appointments have on the rate of enrollment and student credit hours.</p>	
--	--	--	--	--	--	--	--	--	--

<p>Student Success and Initiatives</p>	<p>HSH Advising</p>	<p>Proactive Academic Advising (First Semester Freshmen): The HSH Office of Academic Advising will educate, assist, and empower first-semester freshmen HSH students in making well-informed decisions related to academic goals to increase persistence.</p>	<p>60% of Fall 2023 first-semester freshmen who attend at least one advising session per long semester will persist from Fall 2023 to Fall 2024.</p>	<p>Yes, met or exceeded.</p>	<p>The initial goal of a 60% persistence rate was used to develop a baseline comparable to the UHCL 2022-2023 FTIC 1-Year Retention rate of 66.5%. First Time in College HSH Students (FTIC) who attended at least one advising session per long semester exceeded the baseline goal. Persistence rates for Fall 2023 to Fall 2024 FTIC HSH students were 69% (87 of 125). Fall 2023 FTIC unique student appointments from August 21 to December 9 equaled 99 of 125. Spring 2024 FTIC unique student appointments from Jan 16 to May 11 equaled 88 of 125 students. Unique student appointments account for FTIC students attending at least one advising session per long semester.</p>	<p>Advising sessions positively impacted student persistence. Among Fall 2023 FTIC students, those who attended at least one advising session per long semester had a 69% persistence rate from Fall 2023 to Fall 2024. This suggests that personalized guidance, academic resource support, and customer service positively influenced the student experience and academic journey. When students attend advising sessions, they receive tailored advice, explore academic pathways, and address challenges. These interactions foster a sense of belonging and help students stay on track toward their educational goals. Out of the 25 FTIC students who did not attend any advising appointments during the Fall 2023 and Spring 2024 semesters, only one student persisted to Fall 2024. Changes made between the prior assessment cycle to this cycle included strategic outreach</p>	<p>Results of data show a 69% persistence rate for Fall 2023 FTIC students who attended at least one advising session per long semester. Results will be used to enhance advising outreach, personalize advising, evaluate advising effectiveness, collaborate with faculty and staff, to increase persistence rates for Fall 2024 FTIC students. For each phase we have created objectives and action steps below. 1. Enhanced Advising Outreach Objective: Increase awareness of advising services among FTIC students and promote the benefits of attending academic advising</p>	<p>My area will continue to report on this outcome in the next cycle (it will be in the next plan and will be modified).</p>
--	---------------------	---	--	------------------------------	---	--	--	--

						<p>(email, text, classroom visits).</p>	<p>sessions.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Targeted Communication: Use EAB Navigate, Canvas, phone calls, and Freshman level course/classroom visits (e.g. PSYC 1100/1300) to inform students about academic advising services. • Promotional Campaigns: Develop and distribute materials (handouts, e-flyers) highlighting the importance and benefits of academic advising. • Mandatory FTIC Advising Appointment Campaigns: Hold first and second semester mandatory advising appointment campaigns to explain the academic advising process and how it can help students
--	--	--	--	--	--	---	---

succeed.
2. Personalized Advising
Objective:
Professional development will ensure advisors allocate time and resources on effective advising techniques, leadership skills, communication skills, and student support strategies to enhance academic advising sessions to meet individual student needs.

Action Steps:
• Training for Advisors: Off-campus professional development on effective advising techniques, leadership, communication, and student support strategies to learn (e.g. National Academic Advising

Association Conferences)
how best to create a personalized academic advising experience.
• Regular Check-ins: Schedule first and second semester check-ins to monitor progress and create intentional student relationships to meet individual needs.
• Feedback Collection: Gather and review student data of post appointment surveys to review levels of satisfaction versus Fall-to-Fall persistence rates.
3.
Evaluating Advising Effectiveness
Objective: Collect and use feedback to improve the quality of advising appointment experiences.

								<p>Action Steps:</p> <ul style="list-style-type: none">• Post-Appointment Surveys: Use EAB Navigate to send surveys to students after their advising appointments.• Data Analysis: Analyze survey results to identify trends and areas for improvement.• Advisor Training: Use feedback to provide targeted training for advisors on areas needing improvement.• Continuous Improvement: Implement changes based on feedback to enhance the advising experience. <p>4. Collaboration with Faculty and Staff Objective: Educate and demonstrate the importance of faculty and staff roles to improve student university</p>
--	--	--	--	--	--	--	--	---

experience.

Action Steps:

- Regular Meetings: Hold regular meetings between advisors, faculty, and staff to discuss student needs and advising strategies.
- Role Clarification: Define the roles of faculty and staff in the advising process, ensuring clear communication and support for students.
- Resource Sharing: Share academic support resources and pertinent university information with faculty, staff and students.
- Joint Workshops: Attend program orientated workshops and info sessions involving both staff and faculty to provide comprehensive support to

students.

Expected

Outcomes

- Increased

Persistence

Rates: Aim to

increase the

persistence rate

for Fall 2024

FTIC students by

enhancing the

university

experience.

- Student

Support: Ensure

students feel

welcomed and

supported, which

is key to their

academic

success.

- Continuous

Improvement:

Use data and

feedback to

continuously

refine and

improve

advising services

and student

success

strategies.

By following

these steps, we

can create a

supportive and

effective

advising

environment that

helps students

achieve their

academic goals.

<p>Student Success and Initiatives</p>	<p>HSH Advising</p>	<p>Proactive Academic Advising (Probation): The HSH Office of Academic Advising will educate, assist, and empower HSH undergraduate probation students in making well-informed decisions related to academic goals to increase academic performance.</p>	<p>Students who attend at least one advising session per long semester will increase their cumulative GPA at the end of the term by .5 points or more.</p>	<p>Partially, some parts/aspects did meet but not all.</p>	<p>76 of 83 students on Academic Probation attended an advisor appointment during the Fall 2023 semester (August 21-December 9). Students who met with an advisor saw an average increase in their end-of-fall semester cumulative GPA by 0.5 points. Students on Academic Probation who did not attend an advising appointment during the Fall 2023 semester (August 21-December 9), saw an average decrease in their end-of-fall semester cumulative GPA by 0.10 points. 103 of 110 students on Academic Probation attended an advisor appointment during the Spring 2024 semester (January 16-May 10). The students who met with an advisor saw an average increase in their end-of-spring semester cumulative GPA by 0.31 points. Students on Academic Probation who did not attend an advising appointment during the Spring 2024 semester (January 16-May 11), saw an average decrease in their end-of-spring semester cumulative GPA by 0.10 points. 14</p>	<p>Results although skewed, support the impact advisors have in retaining students who meet with them. Advisors bring awareness to academic support resources, location, and operational hours. Advisors also assist students in strategically navigating their academic probation through course planning and identifying grade requirements to increase cumulative GPA. Data indicates a student who meets with their advisor will increase their cumulative GPA at the end of the semester and have a 70% chance of persisting to the upcoming semester (AVG percentage of Fall 2023 and Spring 2024 students who were on Academic Probation and persist to the upcoming semester). These results strengthen the importance of Advisors continuing to implement Navigate Academic Probation campaigns, which strategically target at-</p>	<p>Academic advisors will shift from general academic resource support to constructive developmental theory. The self-authorship theory is part of a family of constructive-developmental theories in cognitive psychology, which as a whole represents a major theoretical tradition within academic advising. The self-authored student will consider both external expectations and internally defined goals and values. The change in practice will ensure results of data are not solely focused on the attendance of student appointments with academic advisors. The self-authoring</p>	<p>My area will continue to report on this outcome in the next cycle (it will be in the next plan and will be modified).</p>
--	---------------------	--	--	--	--	--	--	--

of 193 students in Fall 2023 and Spring 2024, did not meet with an advisor. The unbalanced sample sizes skewed Fall 2023 and Spring 2024 results to confidently identify the impact of results.

risk students to meet with their assigned academic advisor to get a better understanding of how to navigate their Academic Probation requirements to return to good standing. 14 of 193 students in Fall 2023 and Spring 2024, did not meet with an advisor. This weakened the confidence of the results/data due to the unbalanced cohort sampling size. Changes made between the prior assessment cycle to this cycle included strategic outreach (email, text, classroom visits). This increased the number of students who met with an advisor vs those who did not.

program is a series of online writing exercises utilizing Canvas (Learning Management System) to help at-risk students explore and understand their present and future selves. The program will aim to improve psychological and physical well-being by providing clarity and direction in student lives. Shifting to a more practical application approach will help to have more definitive results of data on advisors' impact on academic performance and course completion rates.

<p>Student Success and Initiatives</p>	<p>Student Success Center</p>	<p>The SSC will foster a productive learning community for students enrolled in historically high D,F,W,I courses. Embedded Tutors will be utilized to build this learning community.</p>	<p>60% of students who utilize ETs will determine that the ET made a positive difference in their course grade. Once course grades have been compared for ET led courses.</p>	<p>Yes, met or exceeded.</p>	<p>Fourteen out of the sixteen courses that utilized an ET had higher GPAs for students that utilized the ET. The average GPA for all students that utilized the ET was a 2.24 GPA versus those that did not which was a 1.94 GPA. Therefore, the expectations for the use of ETs were met, as students who utilized the ET program consistently achieved higher GPAs than those who did not. There may be multiple factors why two of the sixteen courses which students decided not to utilize an ET had higher GPAs than those that did. The GPA difference in those two courses can be contributed to but not limited to ETs being new, new faculty utilizing the ET (or not utilizing the ET incorrectly), they were first-year level courses, ETs were not utilized in a timely fashion, and etc. The goal was to have students that utilized an ET for them to have a 0.2 GPA higher than those who decided not to; this goal was met. In the BIOL 4345 course, ETs made the most significant</p>	<p>There are many strengths to the ET program, such as higher GPAs, student perceptions about the program, and the withdrawal rate for students that utilized the ETs were less than those that did not. One of the weaknesses of the program is that some faculty are not utilizing the ETs correctly, they either don't use them or want to use them as TAs, and many faculty members will not come to the ET training to learn how to use the ETs effectively. In addition, students that decided not to use tutoring felt they didn't need it, so the ET must do a better job marketing the program to students in the classroom. However, there is an opportunity to market the ET program to students and show them the benefits of the program at the beginning of the class.</p>	<p>No changes will be made to the program. The SSC will plan to market this program to incoming students and faculty. This will be done by participating in new and continued faculty training, incoming student events hosted by admission, and advertising ET courses on websites and in computer labs. The SSC will continue to monitor DFWI list and tutored courses without an ET to determine what courses could benefit if they had an ET.</p>	<p>My area will continue to report on this outcome in the next cycle (it will be in the next plan and will not be modified).</p>
--	-------------------------------	---	---	------------------------------	--	--	---	--

impact on average GPAs. Students that utilized an ET averaged a 3.0, compared to those that did not averaged a 1.88 GPA. All course grades for the courses that had an ET were placed in two categories, those that used an ET versus those that did not. A course average was taken for each course for the two categories and compared, then an overall average was taken for all the courses that had an ET.

<p>Student Success and Initiatives</p>	<p>Student Success Center</p>	<p>The Student Success Center will foster a productive learning community for students enrolled in historically high D,F,W,I courses through Embedded Tutoring.</p>	<p>The students that utilize the ET will have an average GPA of a 0.2 GPA higher than those who decide not to utilize the ET</p>	<p>Yes, met or exceeded.</p>	<p>Out of 862 respondents, 76 students chose not to answer the question about their perception of Embedded Tutors (ET). Of the remaining 786 students, 80% (631 students) reported that ETs had a positive impact on their final course grade. This feedback exceeds the SSC's target goal of 60%, demonstrating the effectiveness of the embedded tutoring model. The 20% (155 students) who did not report a positive impact may provide an opportunity for further investigation to enhance the ET program. Overall, the SSC not only met but exceeded its goal in fostering a productive learning environment through Embedded Tutors.</p>	<p>The survey results indicate that most students who utilized Embedded Tutors (ET) reported a positive effect on their course grades. To expand this impact, efforts should focus on increasing student awareness and engagement with the ET program. Additionally, encouraging faculty to integrate ETs into more courses, especially those with high D, F, W, and I rates could significantly enhance the program's reach. Promoting the success of ETs through faculty development sessions, sharing success stories, and collaborating with department heads could drive broader adoption. By increasing both faculty and student participation, the ET program has the potential to impact a larger number of students positively.</p>	<p>The SSC will continue to survey students at the end of each semester to gather feedback on how Embedded Tutors (ETs) impact their final grades. This ongoing data collection will help us identify trends and areas for improvement. In addition, the SSC will expand faculty training sessions to ensure instructors are informed on best practices for utilizing ETs effectively. We will collaborate with academic departments to offer these training sessions regularly and share data with faculty that highlights the success of ET-led courses, particularly in historically challenging courses with high D, F, W,</p>	<p>My area will continue to report on this outcome in the next cycle (it will be in the next plan and will not be modified).</p>
--	-------------------------------	---	--	------------------------------	--	--	--	--

								and I rates. We aim to increase faculty participation by 20% over the next academic year and integrate ETs into at least five more high D, F, W, and I courses by the end of the spring semester. We aim to enhance the ET program's impact on student success through these efforts.	
--	--	--	--	--	--	--	--	---	--

26 Planned items in 2024-2025 that mentioned enrollment, retention, graduation

College	Program/Area	Outcome Description	Assessment Methods	Data Location	Criteria for Success
College of Business	COB Plan	COB will exceed national norms for one-year retention rates for an undergraduate population consisting largely of first-generation, part-time, adult learner population	CoB will exceed national norms for one-year retention rates for an undergraduate population consisting largely of first-generation, part-time, adult learner population	Data is stored by UHCL Institutional Research. It is accessed by submitting data requests to institutional research.	The CoB will have a 60% five-year cumulative first-year retention rate defined as (new enrolls – one-year attrition)/(new enrolls).
College of Business	COB Plan	CoB transforms the lives of first-generation learners.	CoB transforms student outcomes, by conferring credentials to first-generation learners.	Data is stored by UHCL Institutional Research. It is accessed by submitting data requests to institutional research.	The CoB will confer 1400 degrees to first-generation learners over a rolling five-year period.
College of Business	COB Plan	COB graduate programs, undergraduate majors, and supporting disciplines will establish goals to improve enrollment, retention, and graduation metrics in order to increase student accessibility	Each discipline will establish goals relative to the enrollment productiveness of their undergraduate and graduate offerings. At both the graduate and undergraduate level, each rubric will produce a calculation of enrollment per teaching unit. Each discipline will, subsequently, establish ranges for goals in	Ad Astra Monitor provides enrollment reporting at the rubric and career (graduate and undergraduate) level.	All disciplines will provide 2024-2025 reporting and establish forward looking goals for enrollment per teaching unit for each career.

		to courses, and maximize resource utilization.	future enrollments per teaching unit at both the undergraduate and graduate level.		
College of Education	COE Plan	COE will increase student retention through targeted counseling and other student success initiatives.	<p>Fall-to-fall retention will be calculated using data from the Student Information System. This measure is calculated as the percentage of first-time bachelors (or equivalent) degrees-seeking undergraduates from the previous fall who are again enrolled in the current fall.</p> <p>Students will be divided into undergraduate and graduate student groups; the re-enrollment rates (aka retention rates, %) of the groups in the following academic year will be calculated. For undergraduate students, retention rate will reflect FTIC (first time in college) undergraduate students (first-time, full-time in IPEDS terminology). Retention measures for graduate students will include both relative and absolute targets. Relative targets include increases in retention rates by level compared to the prior year. An additional benchmark will</p>	Enrollments by level needed to calculate rates of re-enrollment will be pulled from IR official census data located on IR Clarity Dashboards and additional data elements, such as student credit hours (to determine full-time and part-time enrollment status) will be pulled from Campus Solutions databases (PeopleSoft).	<p>Metric 2.1 Increase in retention rate (in %) from prior year; Standards & Ratings of Performance: Four-Point Rating System (1. Needs Improvement; 2. Satisfactory, 3. Very Good, 4. Excellent) A percentage increase up to 3% will be considered "Satisfactory"; A percentage increase between 4% and 5% will be considered "Very Good"; a percentage increase over 5% will be considered "Excellent"; Any percentage decrease in student retention will get the rating of "Needs improvement."</p> <p>Metric 2.2: Retention rates equal or higher those for the UHCL averages. Standards & Ratings of Performance: Four-Point Rating System (1. Needs Improvement; 2. Satisfactory, 3. Very Good, 4. Excellent) A percentage increase up to 3% will be considered "Satisfactory"; A percentage increase between 4% and 5% will be considered "Very Good"; a percentage increase over 5% will be considered "Excellent"; Any percentage decrease in student retention will get the rating of "Needs improvement."</p>

			be comparison with the UHCL average. The methodology for graduate student retention will include both full-time and part-time master's and doctoral students.		
College of Education	COE Plan	The College will increase student enrollment in COE through effective recruitment and student success initiatives.	Admissions and enrollment data will be pulled from both IR Clarity Dashboards and Peoplesoft, and baseline measures will be set. Enrollments by level will be pulled from IR official census data and student credit hours will be pulled from PeopleSoft. Data will be disaggregated by academic level (graduate and undergraduate) and by headcount, FTE (full-time equivalent), and student credit hours.	Enrollments by level will be pulled from IR official census data located on IR Clarity Dashboards and student credit hours will be pulled from Campus Solutions databases (PeopleSoft).	Metric 1.1: Increase in enrollment from prior year, in %; Standards & Ratings of Performance: Four-Point Rating System (1. Needs Improvement; 2. Satisfactory, 3. Very Good, 4. Excellent) A percentage increase up to 5% will be considered "Satisfactory"; A percentage increase between 5% and 10% will be considered "Very Good"; a percentage increase over 10% will be considered "Excellent;" Any percentage decrease in enrollment will get the rating of "Needs improvement." Metric 1.2: Increase in student credit hours from prior year, in %. Standards & Ratings of Performance: Four-Point Rating System (1. Needs Improvement; 2. Satisfactory, 3. Very Good, 4. Excellent) A percentage increase up to 5% will be considered "Satisfactory"; A percentage increase between 5% and 10% will be considered "Very Good"; a percentage increase over 10% will be considered "Excellent;" Any percentage decrease in enrollment will get the rating of "Needs improvement."
College of Human	HSH Plan	Retention of FTIC students in HSH majors is at or above	Each program will receive their undergraduate first-year retention rates from	Retention and Graduation Rates report	An increase in the percentage of FTIC students within its programs and the college rate is at

Sciences and Humanities		the University average	the dean's office. Moving forward, the college will report retention rates for each of the last three cohorts. Using the retention calculations, each program will identify retention initiatives that should align with program, student, and university goals. Once targets are set, programs will need to develop objectives/strategies to achieve the goal(s) and potential risks/impediments to achieving the goal(s)	available in the IR Data Portal	or above the university's retention rate over the past year.
College of Human Sciences and Humanities	HSH Plan	Increase semester credit hour production within the College of Human Sciences and Humanities	Each program will receive a calculation of their average student credit hours (SCH) per allocated teaching unit (the number of teaching units within the program) at both undergraduate and graduate levels. Using the average SCH/teaching unit calculation, each program will identify strategies for increasing SCH production and ensuring effective use of resources and appropriate enrollments that should align with program, student, and university goals. Once targets are set, programs will need to develop objectives/strategies to achieve the goal(s) and	SCH data is pulled through SCH queries in Campus Solutions; faculty teaching allocation will be developed by using PeopleSoft HR records combined with information received from department chairs detailing course releases and teaching overloads.	A college-level increase in total SCH production and an increase in the college's SCH:FTE ratio over the past year.

			potential risks/impediments to achieving the goal(s) and assess their progress annually.		
College of Human Sciences and Humanities	HSH Plan	The College of Human Sciences and Humanities is setting a college-wide goal of improving enrollment metrics to increase student accessibility to courses and maximize resource utilization.	The Office of the HSH Dean will produce worksheets for each program to look at their headcount, FTE, and SCH production that will ensure the reflection activities are consistent and rely on the same data set for each program. Programs will complete open fields on these forms that will provide space for programs to share narrative to contextualize their program's data and also their plans for ensuring programs are producing SCHs in alignment with their capacities.	Data comes from PeopleSoft Campus Solutions queries built by the HSH dean's office and will be distributed centrally by the Director of Operations & Analytics.	100% of HSH programs will submit assessable plans related to program headcount, FTE, and SCH targets to the Office of the Dean
College of Science and Engineering	CSE Plan	Accurately monitor the productivity of each academic program in the college for the purpose of improving efficiency and resource allocation.	Utilize SCH per teaching load as a measure of instructional efficiency. A high ratio combined with a significant number of paid overloads may indicate understaffing. A low ratio may be an indication of an underperforming program.	SCH data for each program can be found using a Clarity Query developed in HSH. The Associate Dean in collaboration with the Department Chairs track teaching loads using an Excel	Our initial target is set at 90 SCH/TLC. We expect to modify this number as data becomes available.

				Calculator. This has been used in the past to determine overloads but can also be used to determine Teaching Load Credit by program.	
College of Science and Engineering	CSE Plan	Continuously improve retention of students.	Track the year to year retention rate of CSE students whether they stay in CSE, transfer to another college or graduate. This information needs to be gathered and reported at the program level.	This information is available on the Institutional Research Data Portal.	80% for Graduate Students, 80% for UG Transfer students
Academic Affairs	Education Abroad and Scholar Services	Enhance the institution's global scholar exchange by increasing the number of incoming J-1 exchange visitors.	Diversify Recruitment Channels and Use Digital Platforms: § Partner with faculty, educational institutions, and agencies abroad that offer financial support to scholars or have established exchange agreements. § Focus on regions or countries where costs are less of a deterrent or where scholarship opportunities are more accessible. § Engage U.S. embassies and Fulbright commissions	Data Sources: CRM (Customer Relationship Management) System for Recruitment § Location: EA&SS CRM - managed by EA&SS. § Data description: J-1 scholar enrollment numbers, demographic	Increase in Incoming J-1 Visitors: § Target: Achieve a 10% increase in enrollment by the end of AY 25-26. § Measurable Indicator: Enrollment of at least two additional J-1 scholars or students by the end of AY 2025-26.

globally to promote J-1 exchange opportunities.
§ Promote exchange programs targeting prospective scholars on international education platforms, forums, and social media

information, sponsorship data, and academic research.
SEVIS (Student and Exchange Visitor Information System)
§ Location: SEVIS database, administered by the Department of Homeland Security.
§ Data Description: Information on J-1 visa holders, including student/scholar entry and exit dates, visa status, program participation, and compliance.
§ Access: SEVIS access is limited to designated school officials (DSOs). They can pull reports on J-1

				<p>exchange numbers and status updates. § With these data locations and access methods in place, relevant stakeholders will know how to obtain the data needed for reporting and program evaluation. § Monitor enrollment data via internal CRM and SEVIS records.</p>	
Strategic Enrollment Management	Graduate Admissions	Increase academic college and academic program engagement in recruitment efforts.	Admissions will collaborate with academic program faculty and University Marketing and Communications to create program-specific email template communications in Slate. Admissions will use the weekly Enrollment Management Application Funnel report for Fall 2024 to track admit and enrolled counts for the academic programs that participated in this initiative. Once the final enrollment counts for	The Data team is responsible for environmental scanning, student enrollment behavior research and analysis, the development of enrollment models, and providing data sent daily by email to	Target Domestic graduate goal(s): Spring/Summer/Fall 2025 increase in the number of applications and increase number of enrolled by 15%.

			<p>the term are produced, we will use this report to determine if yield rates improved compared to the previous year. Increase individual academic program yield rates for the academic programs that participate in creating and deploying email communication in Slate compared to the yield rates last year.</p>	<p>admissions. Moreover, this information is provided by Institutional research and review and assess. An additional source used is CRM-Slate that provides analytical data using dashboards that provide queries and reports. Access can be granted using an E-services account that is embedded within our institution's website.</p>	
Strategic Enrollment Management	Graduate Admissions	Establish recruitment strategies and marketing communication among graduate programs to increase the number of graduate applications.	Admissions will collaborate with campus partners through focus group discussions to assess the current graduate application process in Slate CRM and conduct a review to determine what improvements need to be made. Graduate Admissions will use the weekly	Data source for graduate application files is Slate. All active employees have access to funnel breakdown reports that provide actual	Graduate applications for all programs will increase by 15% compared to prior academic year.

			<p>Enrollment Management Application Funnel report for Fall 2024 and Spring 2025 to track graduate applications, incomplete applicant files, and graduate enrollment counts. Once the final enrollment counts for the term are produced, we will determine if the enrollment goals were met.</p>	<p>data for each intended class start.</p>	
<p>Strategic Enrollment Management</p>	<p>International Admissions and Student Services</p>	<p>Improved workflow of communication to applicants and admitted students, resulting in an increase in yield of international students.</p>	<p>Request to have enrollment data added to the PowerBI dashboard to easily track yield rates. Increase engagement with incomplete applications via Slate webinars hosted by OIAS. Increase engagement with matriculate students via Slate webinars hosted by OIAS to discuss next steps within the immigration process and enrollment. Engage with campus partners to provide communication to matriculated students on enrollment steps and reasons to choose UHCL. Learning how to use Slate effectively for communication and enrollment events will help us to achieve this objective and goal. Success will be determined by tracking</p>	<p>Data will come from PowerBI Dashboard, People Soft, and Slate CRM/Event attendance trackers.</p>	<p>Our goal is to increase yield from application to enrollment to 8.5% and yield from matriculation to enrollment to 16%.</p>

			<p>engagement with new Slate webinars and progress towards enrollment of those participants. Using the information from the created PowerBI Dashboard, the average yield from application and enrollment from FY 2023-2024 was 7.5% in international applications. The average yield from matriculation to enrollment was 15.5%. Our outcome is to increase yield of international applicants from application to enrollment to 8% and yield of matriculated to enrollment to 16%. Outcome for the office will be an improved workflow of communication to applicants and admitted students, resulting in an increase in yield of international students.</p>		
Strategic Enrollment Management	International Admissions and Student Services	Recruit and retain a culturally diverse student body to enrich the university's academic and social environment.	Transcend and improve UHCL experience by expanding internationalization recruitment efforts through the completion of international community, partner engagement with a focus on FTIC Fairs, Student Counselor Updates, International Travel, and transfer student focus with	Data stored in IRA Portal and Student Tracker, PeopleSoft, and Slate.	Increase in international student applications from previous year.

			<p>community college partnerships. The method will be reviewed based on the utilization of student data tracking by using a comparative analysis from the previous academic year to current year data based on IRA and student tracking system. Success will be determined by an increase in applications to the University.. These outcomes and criteria will be assessed by the end of the assessment cycle through the effectiveness of the method. We will begin to use Slate Events to track all recruitment events and participation at those events to effectively measure engagement with applicants and prospective students. Currently, this has never been used by our office but will be an improvement and alignment with Strategic Enrollment Management.</p>		
Strategic Enrollment Management	Undergraduate Admissions	Continue to inform the campus community with admissions updates to support overall enrollment objectives.	Admissions will utilize the weekly Enrollment Management Application Funnel report for Fall 2025 to track application, admission, and enrollment counts.	The final data for undergraduate admissions is provided upon request to the data services team.	Fall 2024, freshman (First time in College) enrollment goal is 550 and transfer enrollment goal is 1300.

Strategic Enrollment Management	Undergraduate Admissions	The Office of Admissions will assist the university in the growth of enrollment for both Freshman and Transfer students.	This year (versus in any past years), students for UG who apply can no longer pay their app fee at the time of application. Due to an issue between UHS' banking set up and the Apply Texas application. Students have to wait a minimum of 48 hours to pay their application fees in a different system. Unsurprisingly, students are not paying nor completing their apps in the standard pattern because of this, and numbers are down. We will compare the completion rates of students from last year to this year towards an overall improvement.	This data will be housed in our Slate & People Soft for tracking purposes.	An improvement the percentage of students who complete their applications.
Student Affairs	Counseling and Mental Health Center	Provide individual therapy to students so that they may identify and address emotional and psychological challenges. Counseling clients will demonstrate high satisfaction and notable improvement and outcomes from participation in individual therapy. Students will be	The Counseling Behavioral Outcomes Measure will be administered and evaluated during the fall and spring semesters to individual clients along with the satisfaction survey. The assessment is given to all clients at the 4th session, 8th session and every 4th session after that in order to try to capture results for the most clients.		<p>a) 75% of clients will indicate noticeable improvement in each of these areas. The scale for this question is 0=no improvement; 1 = a little improvement; 2=some improvement; 3=considerable improvement. Noticeable improvement is defined as clients reporting any improvement (responded 1, 2, or 3) on these items.</p> <p>b) 75% of clients will indicate that counseling helped their academic performance and 50% of clients will indicate that services helped them stay enrolled.</p> <p>c) Achieve a mean satisfaction of 4.5 or higher.</p> <p>d) Provide services to students so that they may identify and address emotional and psychological challenges.</p>

		willing to access and use these services.			
Student Affairs	Student Publications	Increase student recruitment and retention numbers in Student Media.	For assessing Student Media's retention, Student Media will update a monthly roster of contractors and contributors. For assessing Student Media's recruitment, Student Media will maintain a roster of contractors and contributors by semester.	Data will be stored via: • Excel file within Student Media Teams Files	Student Media will retain a minimum 20% of the total number of active Student Media students each fall and spring semester. (Graduating students will be excluded from this data). Student Media will recruit a minimum of three new students to Student Media per fall and spring semester. The student can either be a contractor or contributor
Student Success and Initiatives	COB Advising	COB undergraduate and graduate students will have increased retention.	Will track social media followers to assess if they are utilizing our social media feeds which offer information and opportunities available to COB students. Will survey COB students regarding what social media outlets they are using to follow the COB, refer other students to the COB and have they learned about different COB opportunities and information through following our social media feeds. The survey will also include a question regarding if the presence of COB social media and information sharing has an impact on retention within the COB and UHCL (University of Houston Clear Lake).	Data will be stored on a spreadsheet managed by our social media liaison for the COB Academic Advising Office. The spreadsheet will be shared with the Director of Academic Advising for the College of Business. The spreadsheet will be kept on the COB Advising shared drive.	Increase social media followers/presence by showcasing students on social media, UHCL website and/or on-campus advertisement that have participated in COB related programs/opportunities while assessing if this increase of social media presence will increase retention by 5% of COB students. This would be the base year and we would survey the students at the end of the Fall and Spring semesters. Will track the retention of students' enrollment into the next academic year associated to social media.

Student Success and Initiatives	COB Advising	Proactive Academic Advising (Probation): The COB Office of Academic Advising will assist students on academic probation in making well-informed decisions related to their academic goals to increase academic performance.	The COB Office of Academic Advising will track undergraduate probation students participating in an advising session in Navigate. This will mandate that probation students are meeting with their advisor, at least once a semester, to ensure that they are taking the appropriate courses and following the curriculum guidelines, in addition to providing them resources for academic success, while making referrals to appropriate campus resources such as Coaching, tutoring etc.	Data will be housed on a spreadsheet managed by the Director of Academic Advising with access given to all academic advisors within the College of Business. The spreadsheet will be kept on the COB Advising shared drive and the data will originate from Navigate.	25% of COB Probation students will participate in an advising session during the semester and following semester that they are on continued probation. Will pull the headcount of probationary students, each semester, and calculate how many attended the advising sessions to see if 25% or more participated.
Student Success and Initiatives	COE Advising	The Office of Academic Advising in the College of Education will support continuing students in enrolling in classes for the next semester.	College of Education Academic Advisors will utilize Navigate Campaigns, direct phone calls, and emails to direct continuing students to make advising appointments. PeopleSoft will be used to track enrollment.	Navigate will be used to track appointments. PeopleSoft will be used to track enrollment.	90% of continuing students in the College of Education will meet with an academic advisor and enroll in classes for the next semester.
Student Success and Initiatives	COE Advising	The Office of Academic Advising in the College of Education will support new first time in college (FTIC)	College of Education Academic Advisors will utilize Navigate Campaigns, direct phone calls, and emails to direct newly admitted FTIC students to make advising	Navigate will be used to track appointments. PeopleSoft will be used to	50% of FTIC students in the College of Education will meet with an academic advisor and enroll in first semester classes.

		students in enrolling at UHCL.	appointments. PeopleSoft will be used to track enrollment.	track enrollment.	
Student Success and Initiatives	HSH Advising	Proactive Academic Advising (Probation Retention): The HSH Office of Academic Advising will educate, assist, and empower HSH undergraduate probation students to reflect on both external expectations and internally defined goals and values to increase academic retention and course completion rates.	HSH Advising Office will track undergraduate probation students' participation in the Self-authorship program using Canvas assignments. This will be captured by comparing Fall to Spring student Canvas assignment completions in the Self-Authorship program versus those who do not. The measurement will compare Fall 2024 to Spring 2025 retention and course completion percentages for students who completed the Self-authorship program vs. those who did not. The Self-authored student will consider both external expectations and internally define goals and values. Present authoring will provide an opportunity to self-reflect on personal strengths and areas of growth that can immediately impact the student's life. Present authoring uses prompts such as, write about your present self-strengths and areas of growth to be used more effectively in your day-to-day life. Future	Self-authorship program data tracking will be located in the HSH Academic Advising Canvas course. As students attend mandatory probation advising, they will be advised to complete the Self-authorship program assigned in Canvas. The student will be given a written reflection assignment in which they write about their present and future self.	Students who participate in the Self-Authorship program will on average obtain a higher probation retention rate from Fall 2024 to Spring 2025 and obtain a 75% or higher course completion rate versus those who do not.

			<p>authoring will provide an opportunity to imagine the student’s ideal future, three to five years down the road. Future authoring uses prompts such as, write to your future self on what your life can be like if you could set it up in the manner that would be best for you. This writing assignment will be evaluated as completed or incomplete.</p>		
Student Success and Initiatives	HSH Advising	<p>Proactive Academic Advising First Time in College (FTIC Persistence): The HSH Office of Academic Advising will provide first time in college students with personalized guidance, academic resource support, and customer service to foster a sense of belonging to help students persist and remain on track toward their educational goals.</p>	<p>HSH Advising Office will track undergraduate first-time in college student participation using EAB Navigate reporting. This will be measured by comparing Fall-to-Fall persistence for FTICs admitted in Fall 2024. The measurement will compare those who attended at least one advising session per long semester vs. those who did not.</p>	<p>Fall 2024 FTIC student enrollment tracking data will be located in EAB Navigate Appointment reports and Enrollment History reports. In using the appointment reporting feature, we will identify the number of students who attended at least one advising session per long semester. Once the cohort is</p>	<p>75% of Fall 2024 first time in college students who attend at least one advising session per long semester will persist from Fall 2024 to Fall 2025.</p>

				identified, we will use the enrollment history reporting feature to capture the number of students who have persisted and enrolled in the Fall 2025 semester.	
Student Success and Initiatives	HSH Advising	Priority Academic Advising (Progression): The HSH Office of Academic Team Advising will educate, assist, and empower continuing HSH students in course planning to highlight the importance of registering for twelve credit hours or more each semester to assist students in progression and time to completion.	HSH Advising Office will track undergraduate continuing students' participation using EAB Navigate enrollment reports. This will be measured based on the number of credit hours enrolled using Spring 2025 and Fall 2025 enrollment terms. Methods will compare continuing students who attended at least one advising session per long semester vs. those who did not, to identify the percentage of students enrolled in at least twelve credit hours or more during the upcoming term by the end of open enrollment.	Continuing student enrollment tracking data will be located in EAB Navigate appointment reports and student enrollment data reports. Using the appointment reporting feature, we will identify the number of students who attended at least one advising session per long semester. Once the	60% of HSH Students who attend at least one advising session per long semester will enroll in at least twelve credit hours or more for the upcoming term by the end of open enrollment.

				cohort is identified, we will use the student enrollment reporting feature to capture the number of credit hours each student is enrolled in by the end of open enrollment.	
--	--	--	--	---	--