University of Houston Clear Lake

Office of Assessment and QEP

AY 2020-2021 Assessment Report

Overview of Assessment Report and Process

The Office of Assessment & QEP annually reviews assessment plans in three areas: academic, co-curricular, and administrative.

This report focuses on the review of assessment plans for completion and quality of content. For completion, all plans should have submitted the following components: 2020-2021 Results and Use of Results, and 2021-2022 Methods and Criteria for Success. Content was scored as Very Good (3), Acceptable (2), and Needs Improvement (1). See rubrics in Appendix A.

During the review process, some sections were revised for clarity and consistency by the reviewer. If the information was not clear or the section was incomplete, the reviewer returned the item to the user for revision and re-submission. All assigned users of plans needing revision were provided details of needed revisions and given a deadline to complete and re-submit the section(s) for approval. All completed plans were reviewed, scored, and approved.

Table 1. Summary of Assessment Review

Academic Plans			
Division	# Plans	AY2021 Results & Use of Results Approved	AY2022 Methods & Criteria for Success Approved
COB	22	22	22
COE	17	17	17
CSE	27	27	27
HSH	37	36	36
TOTAL	103	102	102

Nursing BSN did not submit a plan

Co-curricular Plans			
Division	# Plans	AY2021 Results & Use of Results Approved	AY2022 Methods & Criteria for Success Approved
Provost Office	1	1	1
Student Affairs	9	8	9
Strategic Enrollment Mgmt.	4	4	4
TOTAL	14	14	14

Counseling Services in incomplete

Administrative Plans			
Division	**# Plans**	**AY2021 Results & Use of Results Approved**	**AY2022 Methods & Criteria for Success Approved**
Academic Affairs	3	3	3
Administration and Finance	17	16	16
Strategic Enrollment Mgmt.	6	6	6
President	1	1	1
Provost	4	3	3
Student Affairs	1	1	1
University Advancement	5	5	5
TOTAL	37	35	35

Risk Management is incomplete

Environmental Institute of Houston did not submit a plan

Workshops 2020-2021

During the university annual assessment period (from August through October), the Office Assessment and QEP provided virtual training for faculty and staff.

Academic Sessions	**# Attendees**	
One-on-One Training September 1, 2021 to October 15, 2021	8	90-120-minute one-on-one training for faculty (academic plans); provided instructions on assessment and creating and completing an assessment plan.

Administrative & Co-curricular Sessions	**# Attendees**	
One-on-One Training September 1, 2021 to October 15, 2021	35	90-120-minute one-on-one training for staff (administrative and co-curricular plans); provided instructions on assessment and creating and completing an assessment plan.

Liaison Session	**# Attendees**	
Group Training September 8, 2021	11	60-minute group training for assessment liaisons; provided an overview of changes within assessment, reviewed new assessment processes, procedures, and deadlines.
Total Attendees	**54**	

COVID-19 changed the way assessment training was conducted in the 2021 assessment cycle. In-person trainings and workshops were scheduled throughout the academic year but had to be canceled due to the pandemic. In 2022, the Assessment Coordinators will revise the workshop and training schedule to better meet the needs and preferences of the faculty and staff. The number of workshops will be reduced so that Coordinators can spend more time on one-on-one training and offer additional one-on-one workshops in October. The trainings and workshops will be virtual until COVID-19 restrictions end.

Appendix A. Rubrics

Assessment Plan Review Rubric: Student Learning Outcomes

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

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Assessment Plan Review Rubric: Program Outcomes

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

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