University of Houston-Clear Lake
Office of Planning and Assessment
UHCL Core Curriculum Assessment Results 2017-2018

In 2013, the University of Houston-Clear Lake (UHCL) submitted its Core Objective Assessment Plan to the Texas Higher Education Coordinating Board, detailing the process and methodology to ensure that each core course aligns with the Foundational Component Area and includes the required Core Objectives. The approved plan called for the faculty teaching in each of the nine Foundational Component Areas to determine how to assess each of the designated 4-6 Core Objectives for that course. For an overview, see Appendix I.

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

Table 1. Level of Attainment by University for Four Years

80% of the students will achieve Acceptable or higher in each of the Core Objectives.				
Core Objectives	**14-15**	**15-16**	**16-17**	**17-18**
	%	**%**	**%**	**%**
Critical Thinking	86.4	84.0	86.7	84.6
Communication	84.8	87.1	88.3	84.5
Empirical & Quantitative	79.2	87.4	84.7	79.7
Teamwork	88.8	94.0	94.7	91.4
Social Responsibility	92.4	94.3	93.9	88.4
Personal Responsibility	89.2	91.0	89.4	88.3

Fall 2017-Spring 2018

Core curriculum instructors collected and assessed artifacts and submitted data to the Office of Institutional Effectiveness for the Fall 2017 and Spring 2018 semesters.

Level of Attainment by University 2017-2018
Overall, the University of Houston-Clear Lake met the stated goal: 80% of students will achieve acceptable or higher in each of the core objectives (Critical Thinking: 85%, Communication: 85%, Empirical & Quantitative Skills: 80%, Teamwork: 91%, Social Responsibility: 88%, and Personal Responsibility: 88%). Unacceptable ratings were highest in Empirical & Quantitative Skills (20%), Critical Thinking, and Communication (15%). Excellent ratings were over 50% in Teamwork (67%) and Social Responsibility (54%), and Personal Responsibility (52%). See Table 2.

Table 2. Level of Attainment by University 2017-2018

Core Objective	Rating	Count Assessments	%	Acceptable or higher %
80% of the students will achieve Acceptable or higher in each of the Core Objectives.				
Critical Thinking	Excellent	1811	39.8	84.6
	Acceptable	2040	44.8	
	Unacceptable	700	15.4	
	Total	4551	100.0	
Communication	Excellent	1784	40.3	84.5
	Acceptable	1958	44.2	
	Unacceptable	690	15.5	
	Total	4432	100.0	
Empirical & Quantitative	Excellent	1009	35.0	79.7
	Acceptable	1286	44.7	
	Unacceptable	584	20.3	
	Total	2879	100.0	
Teamwork	Excellent	834	66.8	91.4
	Acceptable	307	24.6	
	Unacceptable	108	8.6	
	Total	1249	100.0	
Social Responsibility	Excellent	623	53.9	88.4
	Acceptable	398	34.5	
	Unacceptable	134	11.6	
	Total	1155	100.0	
Personal Responsibility	Excellent	617	51.6	88.3
	Acceptable	438	36.7	
	Unacceptable	140	11.7	
	Total	1195	100.0	

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Level of Attainment by College 2017-2018

During the 2017-2018 academic year, the UHCL Core Curriculum had 69 core courses with 5,062 assessments: 2 courses from the College of Business, 21 courses from the College of Human Sciences and Humanities, and 46 courses from the College of Science and Engineering. See Figure 1. Because core objectives are aligned and measured within core curriculum courses as mandated by THECB Foundational Component Areas, not all courses (or all colleges) provide assessment ratings for all core objectives. For example, no course in the College of Business assesses teamwork or personal responsibility; no course in the College of Science and Engineering assesses social responsibility. However, all courses (and by extension, all colleges) assess critical thinking and communication. See Table 3.
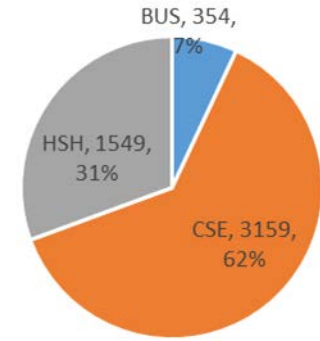

Figure 1. College, Number, and Percentage of Assessments

Table 3. Level of Attainment by College 2017-2018

		College of Business		College of Human Sciences and Humanities		College of Science and Engineering		Total	
80% of the students will achieve Acceptable or higher in each of the Core Objectives.									
		%	Acceptable or higher %	%	Acceptable or higher %	%	Acceptable or higher %		Acceptable or higher %
Critical Thinking	Excellent	33.0	81.3	50.1	89.2	35.3	82.6	39.8%	84.6%
	Acceptable	48.3		39.1		47.3		44.8%	
	Unacceptable	18.7		10.8		17.4		15.4%	
Communication	Excellent	25.1	77.2	51.2	88.7	36.0	82.9	40.2%	84.5%
	Acceptable	52.1		37.5		46.9		44.2%	
	Unacceptable	22.9		11.3		17.1		15.6%	
Empirical & Quantitative	Excellent	27.9	72.3	42.7	90.3	35.6	80.2	35.0%	79.7%
	Acceptable	44.4		47.6		44.6		44.7%	
	Unacceptable	27.6		9.7		19.8		20.3%	
Teamwork	Excellent	0.0	0.0	75.3	89.2	63.4	92.2	66.8%	91.4%
	Acceptable	0.0		13.9		28.8		24.6%	
	Unacceptable	0.0		10.8		7.8		8.6%	
Social Responsibility	Excellent	51.3	87.0	54.9	88.9	0.0	0.0	53.9%	88.4%
	Acceptable	35.7		34.0		0.0		34.5%	
	Unacceptable	13.1		11.1		0.0		11.6%	
Personal Responsibility	Excellent	0.0	0.0	49.8	86.4	62.9	100.0	51.6%	88.3%
	Acceptable	0.0		36.6		37.1		36.7%	
	Unacceptable	0.0		13.7		0.0		11.7%	

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Level of Attainment by Foundational Component Area 2017-2018

Core courses are grouped into nine foundational components areas (FCA). All nine assess Critical Thinking (CT) and Communication (COM), three assess Empirical and Quantitative Skills (EQS), two assess Teamwork (TW), five assess Social Responsibility, and five assess Personal Responsibility (PR). Courses in the Component Area Option choose a third objective. See Table 4. Courses in the Communication Foundational Component Area (Written Composition 1301 and 1302) are assessed independently by the Writing Faculty on a two-year cycle, and results from previous years are available through the OIE office. These courses were not assessed in 2017-2018.

Table 4. Component Area with Core Objectives and Number of Assessments for 2017-2018

Component Area	Core Objectives	# of Courses	# of Assessments
10 - Communication	CT, COM, TW, PR	2	0
20 - Mathematics	CT, COM, EQS	8	911
30 - Life and Physical Sciences	CT, COM, EQS, TW	19	966
40 - Language, Philosophy and Culture	CT, COM, SR, PR	3	92
50 - Creative Arts	CT, COM, TW, SR	3	321
60 - American History	CT, COM, SR, PR	2	389
70 - Government/Political Science	CT, COM, SR, PR	2	119
80 - Social and Behavioral Sciences	CT, COM, EQS, SR	7	479
90 - Component Area Option	CT, COM, 1 other	23	1785
		69	**5062**

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

Table 5. Level of Attainment by Foundational Component Area 2017-2018

		80% of the students will achieve Acceptable or higher in each of the Core Objectives.																
		Math		Life & Physical Sciences		Language, Philosophy & Culture		Creative Arts		American History		Government & Political Science		Social & Behavioral Sciences		Foundational Component Area		Total UHCL	
		%	A+E %	%	A+E %	%	A+E %	%	A+E %	%	A+E %	%	A+E %	%	A+E %	%	A+E %	%	A+E %
Critical Thinking	Excellent	38.6	76.4	28.1	74.5	69.0	96.6	55.6	86.9	57.1	92.8	28.7	92.2	36.2	82.4	40.5	91.5	39.8	84.6
	Acceptable	37.8		46.4		27.6		31.3		35.7		63.5		46.2		51.0		44.8	
	Unacceptable	23.6		25.4		3.4		13.1		7.1		7.8		17.6		8.5		15.4	
Communication	Excellent	33.5	73.0	31.1	74.8	65.4	95.2	50.5	81.5	59.8	93.1	32.2	93.1	32.8	79.7	42.3	92.7	40.2	84.5
	Acceptable	39.5		43.7		29.8		31.0		33.3		60.9		46.9		50.4		44.2	
	Unacceptable	27.0		25.2		4.8		18.5		6.9		6.9		20.3		7.3		15.6	
Empirical & Quantitative	Excellent	38.8	74.6	30.4	74.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	31.6	76.8	38.4	92.1	35.0	79.7
	Acceptable	35.8		44.4		0.0		0.0		0.0		0.0		45.2		53.7		44.7	
	Unacceptable	25.4		25.2		0.0		0.0		0.0		0.0		23.2		7.9		20.3	
Teamwork	Excellent	0.0	0.0	44.8	82.7	0.0	0.0	74.8	89.2	0.0	0.0	0.0	0.0	0.0	0.0	74.1	96.5	66.8	91.4
	Acceptable	0.0		37.9		0.0		14.4		0.0		0.0		0.0		22.4		24.6	
	Unacceptable	0.0		17.2		0.0		10.8		0.0		0.0		0.0		3.5		8.6	
Social Responsibility	Excellent	0.0	0.0	0.0	0.0	67.8	95.4	49.3	80.9	71.0	92.0	20.9	95.7	50.0	86.4	0.0	0.0	53.9	88.4
	Acceptable	0.0		0.0		27.6		31.6		21.0		74.8		36.4		0.0		34.5	
	Unacceptable	0.0		0.0		4.6		19.1		8.0		4.3		13.6		0.0		11.6	
Personal Responsibility	Excellent	0.0	0.0	0.0	0.0	66.7	95.4	0.0	0.0	52.7	87.5	18.3	88.7	0.0	0.0	55.0	87.6	51.6	88.3
	Acceptable	0.0		0.0		28.7		0.0		34.8		70.4		0.0		32.6		36.7	
	Unacceptable	0.0		0.0		4.6		0.0		12.5		11.3		0.0		12.3		11.7	

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Appendix I – Overview of Core Assessment

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

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

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

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

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

> **Criteria/Targets:**
> The target at the University level will be to have 80% of its students at the Acceptable level or higher.

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

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

> **Actions and Follow-ups**:
> The Deans (or designee) will develop a plan each year for improvement.

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