Planning and Budget Committee Report, May 14, 2020

1. Assessment Calendar 2020-2021

May 1 - October 30	**Programs/Units** • Gather assessment data on past year's outcomes for 2019-2020. • Interpret findings, summarize results, and develop action plan. • Enter *Results* and *Action Plan/Use of Results* in AMS for 2019-2020. • Use assessment results to improve plan. • Map program outcomes to UHCL's Strategic Objectives • Update/modify *Outcomes* and *Methods/Criteria for Success* for current academic year - 2020-2021.
September 1-30	**Supervisor Review** • Review assessment plans with programs and units. • Provide feedback. • Approve plans for submission to OIE.

October 30	**Programs/Units**
	• Submit completed 2019-2020 assessment plan in AMS.
	   o Submit *Results.*
	   o Submit *Action Plan/Use of Results.*
	• Submit 2020-2021 assessment plan for current year.
	   o Submit *Outcomes (**only** if you have revised or created new outcomes).*
	   o Submit *Methods/Criteria for Success.*

November 1-30	**Office of Planning and Assessment** • Review 2019-2020 and 2020-2021 assessment plans using rubrics in AMS system. • Work with plan owners to improve plans as needed to meet best practices and UHCL assessment standards. **Programs/Units** • After review by the Office of Planning and Assessment, revise 2019-2020 and 2020-2021 assessment plans as needed.
January 15	**Office of Planning and Assessment** • Provides Assessment Plan Review Reports to Deans/AVPs/Provost, Division Chairs and appropriate administrators, indicating overall status and evaluation of completed 2019-2020 assessment plans and 2020-2021 Current plans.

2. SACS Position Statement

THE IMPACT OF THE GLOBAL PANDEMIC ON INSTITUTIONAL PLANNING AND ASSESSMENT

A Position Statement

During the global COVID-19 pandemic, institutions are having to renegotiate their approaches to institutional effectiveness processes. Sound institutional planning and assessment form a cornerstone of assurance for educational quality. The ability of institutions to respond effectively in this fluid environment often depends upon the strength of the institution's long-standing engagement with ongoing and comprehensive planning, including risk management and business continuity planning. As institutions navigate managing the pandemic, regular planning and assessment practices may be disrupted or altered to give attention to the immediate crisis. The form, focus, and timing of institutional planning and evaluation and program assessment activities may change in substantive ways during these times. However, SACSCOC anticipates that institutions will move forward strategically, adjusting plans as needed and engaging in reflective practices that monitor the effects of decisions made on operational effectiveness and student learning. Documentation of decisions and actions taken prior to the current crisis and while institutions work toward returning to normal operations will be useful in demonstrating institutions' ongoing planning, evaluation, and assessment processes.

3. SACSCOC Reaffirmation of Accreditation

Standard 8.2.a
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
a.   Student learning outcomes for each of its educational programs.
   (Student outcomes: educational programs)

b.   Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
   (Student outcomes: general education)

c.   Academic and student services that support student success.
   (Student outcomes: academic and student services)

Standard 8.2.b Student Outcomes: General Education
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (*Student outcomes: general education*)

8.2.c Student Outcomes: Academic and Student Services
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for academic and student services that support student success. (*Student outcomes: academic and student services*)

7.3 Administrative Effectiveness
The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. *(Administrative effectiveness)*

Assessment Plans from 2018-2019
Assessment Plans from 2019-2020

Top 10 Most Frequently Cited *Principles (2018)* in Decennial Reaffirmation Reviews: Class of *2019* (N=77)

	Review Stage I: *OFF*-Site Committee				Review Stage II: *ON*-Site Committee				Review Stage III: Board of Trustees	
Rank	Requirement/Standard	% of Institutions in Non-Compliance	Rank	Requirement/Standard	% of Institutions in Non-Compliance	Rank	Requirement/Standard	% of Institutions in Non-Compliance
1.	**6.2.a** (Faculty Qualifications)	92%	1.	**7.2** (Quality Enhancement Plan)	45%	1.	**8.2.a** (Student Outcomes: Ed Programs)	12%
2.	**8.2.a** (Student Outcomes: Ed Programs)	61%	2.	**8.2.a** (Student Outcomes: Ed Programs)	32%	2.	**8.2.b** (Student Outcomes: Gen Ed)	
3.	**8.2.b** (Student Outcomes: Gen Ed)	56%	3.	**8.2.b** (Student Outcomes: Gen Ed)	30%	3.	**6.2.a** (Faculty Qualifications)	6%
4.	**8.2.c** (Student Outcomes: Academic & Student Services)	52%	4.	**6.2.a** (Faculty Qualifications)	22%	4.	**7.2** (Quality Enhancement Plan)	5%
5.	**6.3** (Faculty Appointment & Evaluation)	49%	5.	**8.2.c** (Student Outcomes: Academic & Student Services)	17%	5.	**7.3** (Administrative Effectiveness)	
6.	**6.2.b** (Program Faculty)	48%	6.	**7.3** (Administrative Effectiveness)	13%	6.	**8.2.c** (Student Outcomes: Academic & Student Services)	
7.	**5.4** (Qualified Officers)	47%	7.	**6.3** (Faculty Appointment & Evaluation)	8%	7.	**13.3** (Financial Responsibility)	
8.	**8.1** (Student Achievement)	45%	8.	**13.1** (Financial Resources)	6%	8.	**6.3** (Faculty Appointment & Evaluation)	4%
9.	**13.2** (Financial Documents)	42%	9.	**14.2** (Substantive Change)				≤3%
10.	**6.2.c** (Program Coordination)	38%			≤5%			

(Review Stage I margin: INSTITUTIONAL FOCUSED REPORT; Review Stage II margin: INSTITUTIONAL RESPONSE REPORT)

4. **Assessment Training/Workshop Calendar 2020**

One-on-One Training

90-120 minute one-on-one training for faculty and staff (academic, co-curricular, and administrative plans) will be available May 1– October 30. Instructions on assessment, creating, and completing an assessment plan will be provided. Training will be held in faculty and staff offices. **Contact your Assessment Coordinator to schedule an appointment.** Assessment Coordinator information is at the bottom of the page.

Assessment Open Workshops

All workshops will be held in the UCT/HR Training Room, B2132.
Drop by any time for one-on-one help in completing your assessment plans for AY19-20 and AY20-21.
2:00 p.m. – 4:00 p.m.   October 19 (Monday)
9:00 a.m. – 11:00 a.m.   October 20 (Tuesday)
10:00 am. – 12:00 p.m.   October 21 (Wednesday)
1:30 p.m. – 3:30 p.m.   October 22 (Thursday)
8:30 a.m. – 10:30 a.m.   October 23 (Friday)

October 30, 2020 – Deadline to submit all Assessment Plans.

Assessment Coordinators

    Karen Elliott, elliott@uhcl.edu, ext. 3053 (academic plans)

    Carmen Conley, conley@uhcl.edu, ext. 3007 (co-curricular and administrative plans)

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