University of Houston-Clear Lake
Office of Planning and Assessment
Overview for Core Curriculum Assessment Plan by Foundational Component Area

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

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

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

FCA Faculty and OIE reps will meet within the FCAs to develop the three steps of the assessment plans.
   a.   Step 1: Develop plan (spring semester)
   b.   Step 2: Implement plan (fall and spring semester)
   c.   Step 3: Interpret and analyze information (fall semester)

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

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

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

Academic Year 2018-2019

| | Fall 18 | | | Spring 2018 | |
Develop Plan	Implement Plan	Interpret/ Analyze	Develop Plan	Implement Plan	Interpret/ Analyze
	Communication		Lang, Phil, and Culture	Communication	
	Mathematics		American History	Mathematics	
	Creative Arts		Govt/Poli Sci	Creative Arts	
			Social & Behav Science		

Academic Year 2019-2020

| | Fall 2019 | | | Spring 2020 | |
Develop Plan	Implement Plan	Interpret/ Analyze	Develop Plan	Implement Plan	Interpret/ Analyze
	Lang, Phil, and Culture	Communication	Communication	Lang, Phil, and Culture	
	American History	Mathematics	Mathematics	American History	
	Govt/Poli Sci	Creative Arts	Creative Arts	Govt/Poli Sci	
	Social & Behav Science		Life & Physical Sciences	Social & Behav Science	

Academic Year 2020-2021

| | Fall 2020 | | | Spring 2021 | |
Develop Plan	Implement Plan	Interpret/ Analyze	Develop Plan	Implement Plan	Interpret/ Analyze
	Communication	Lang, Phil, and Culture	Lang, Phil, and Culture	Communication	
	Mathematics	American History	American History	Mathematics	
	Creative Arts	Govt/Poli Sci	Govt/Poli Sci	Creative Arts	
	Life & Physical Sciences	Social & Behav Science	Social & Behav Science	Life & Physical Sciences	

Academic Year 2021-2022

| | Fall 2021 | | | Spring 2022 | |
Develop Plan	Implement Plan	Interpret/ Analyze	Develop Plan	Implement Plan	Interpret/ Analyze
	Lang, Phil, and Culture	Communication	Communication	Lang, Phil, and Culture	
	American History	Mathematics	Mathematics	American History	
	Govt/Poli Sci	Creative Arts	Creative Arts	Govt/Poli Sci	
	Social & Behav Science	Life & Physical Sciences	Life & Physical Sciences	Social & Behav Science	

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Step 1: Develop Assessment Plan for Foundational Component Area

1. **Narrative**: Faculty from Foundational Component Area (FCA) meet during the Spring semester to develop an assessment plan using the UHCL Core Objective Learning Outcomes and the associated rubrics as the foundation to their plans. Plans will summarize the following components in a 2-3 page narrative.

   - Process: Identify the appropriate resources, procedures, and staff to measure all core objectives. This should include a description of the assessment process for the core objective being assessed per FCA.

   - Method: Explain the measures, methodology, frequency, and timeline of assessment activities. Incorporate appropriate methods of data collection and analysis for each core objective. Provide at least one direct measure for each core objective. Multiple methods are recommended. (See Choose a Method to Collect Data/Evidence.)

   - Criteria and Targets: Identify criteria and targets for each core objective that are reasonable. Align methods of measurement with targets. Sampling of student work is acceptable.
     - How many targets are being measured?
     - What is being measured?
     - What measurement tool is being used (i.e., rubric)?
     - What level or score is considered "attainment"?

   2. Results and Analysis: In Step 1 Develop the Plan, FCAs should describe the results that are expected and plans for conducting analysis, and explain why the planned analysis process is appropriate for data collection methods and targets. FCAs are strongly encouraged to use the rubrics developed to align with the UHCL Core Objective.

   3. Actions and Follow-up: FCAs should outline the process for action and follow-up.

2. **Template**: Faculty will complete an Assessment Template for each core objective, mapping courses, assignments/artifacts, methods, and criteria for success for each learning outcome. See Excel file "FCA Core Objective Template," columns C, D, E, and F.

3. **Review and Approval**: At least two months prior to the implementation of the assessment plan, FCAs will submit plans to the UHCL Core Curriculum Committee (CCC) for review and approval. The goal of the CCC is to evaluate the validity and effectiveness of the tools, measures, and process by noting the strengths and weaknesses of the assessment process and recommending possible areas for improvement.[1] The CCC may approve the plan, approve the plan with minor changes, or return the plan for revision.

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[1] Information adapted from the Texas Core Curriculum Application Guide, November 2015

Step 2: Implement Plan and Collect Information

During the Implement Plan and Collect Information phase of the cycle, you implement the strategies intended to help achieve an outcome. FCA faculty will teach courses and gather artifacts for assessment, according to the plan developed in Step 1.

Depending on an outcome and its related methods, gathering information may include activities such as collecting actual student assignments, scoring these assignments, and tracking the scores; or holding scheduled meetings and retaining copies of all meeting sign-in sheets and minutes for future compilation or analysis. This phase of the cycle can be lengthy, since implementing strategies and collecting data takes time. However, you should work toward fully implementing the plan and collecting as much information as necessary to determine the level of performance reached on the learning objectives.

Step 3: Interpret and Analyze Information; Develop Use of Results

In the Interpret and Analyze Information phase in the second Fall of the assessment cycle, you evaluate the collected data to interpret and analyze the meaning by clearly documenting all aspects of this work of the assessment plan. For learning outcomes, it is important to disseminate all results and analysis to faculty directly involved in the course/program to which the outcome is tied. Sharing this information provides collaborative discourse among instructors and is the first step in working to improve student learning.

Now is the time to "close the loop" by including a description of the use of results— a crucial aspect of the entire assessment process, considering the purpose of assessment is to make changes based on assessment findings that will lead to continuous improvement. Use of results should be thorough and include specific actions, continued, planned, or taken, to improve performance.

1. **Template**: Faculty will complete the final two areas of the assessment template: Data and Analysis and Actions & Follow Up (Use of Results). See Excel file "FCA Core Objective Template," columns G and H. For Data and Analysis, provide a clear description of the analysis and a complete interpretation of the results. This section should contain a description of the personnel tasked with compiling the data and evaluating the results and a description of the process by which these results and interpretations will be disseminated to faculty, administration, and appropriate stakeholders. For Actions & Follow Up, indicate how assessment reports were shared with campus stakeholders for input and feedback on the process and results. Describe actions planned to improve student learning and achievement based on evidence provided by assessment results and evidence of implementation. Describe faculty involvement in the process.

2. **Review and Revise:** Thirty days before the end of the Step 3 Semester (i.e., November 15), the FCA will submit the completed assessment templates to the Core Curriculum Committee for review. The CCC may request an exit interview with the FCA faculty.

UHCL Resources
Office of Institutional Effectiveness, Pat Cuchens, cuchens@uhcl.edu, ext. 3065
Center for Faculty Development, Robert Bartsch, bartsch@uhcl.edu, ext. 3291
Neumann Library Core Curriculum Assessment Guide: Getting Started

THECB Resources
Texas Core Curriculum
Guide for the Texas Core Curriculum Assessment and Assessment Report
Texas Core Curriculum Points of Consideration for Course Submission and Review

General Resources
Integrating Signature Assignments into the Curriculum and Inspiring Design (including links to presentations and websites)
Signature Assignment Quick Reference Guide (including links)

Equipment Available for Loan from OIE for Assessment Purposes

In response to requests from faculty, OIE was able to use Title III funds to purchase cameras, camcorders and other tripods for assessment purposes, such as recording oral presentations or photographing artwork as well as using disk drives for extensive artifact and data collection. To borrow, please contact Pat Cuchens at cuchens@uhcl.edu or call ext. 3065.

Product name	Item description	#Available
San Disk	Adapter 16GB memory card	4
Sunpack 5400DLX	Universal Tripod(54 inch)	2
Canon VIXIA HFR800	Camcorder Compact power adapter Li-ion Battery USB cable HDMI Cable	1
Sony HDR-CX405	Camcorder USB cable HDMI Cable 16GB Memory card & adapter AC adaptor	1
Panasonic TS30	Lumix CD for advance options Battery USB cable Charger	2
Logitech c170	Webcam	2
Flexible Tripod	12 inch	2