

AY 2022-2023 Assessment Reports and AY2023-2024 Plans

Overview of Assessment Reporting and Processes

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

EXECUTIVE SUMMARY

The closing of the assessment cycle for AY2023 and planning for the AY2024 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 submissions requested revisions; it is noted that areas with high numbers of revision 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. New to this report is the focus on the content of the reports and metrics over completion of reports and plans. There has been a shift towards more quality assessment and a refocus on metrics of institutional importance and student success (e.g. enrollment, graduation, completion, and retention). Specifically, planning shows an increase in objectives and measures with those metrics. However, continued focus is needed to provide more consistency across the institution and alignment to institutional priorities and strategic planning.

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 next step is imperative to serve our students and community and successful, continued accreditation for our institution and programs. We need to grow leadership support for the reporting and planning. 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 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. This work is used regularly by all those engaged in the cycle. Therefore, the ending recommendations on data and process are provided to assist programs, divisions, and the campus in moving the needle toward a strong assessment culture while we exceed stakeholder and accreditation expectations.

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 this cycle were:

- More work with liaisons on the cycle and expectations including extra meetings/workshops
- Small revisions were made to the submission form with more emphasis on its use as a liaison tool
- Worked on having plan owners make reporting and planning "Tahiti-proof" ensuring the continuation

- of the work in every department/program on campus by anyone.
- Templates were provided much earlier (as early as May for those who requested them) and the liaisons could begin working before the official opening day (September 1st) with the plan owners

At the December 2023 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 includes what they or plan owners shared about likes or recommended changes.

Likes:

- The template forms were made available early.
- Content of the check boxes and drop-down boxes made things easier.
- COE data day that was held in mid-May with faculty where they started the assessment process. This day was used as a turn-in time, and they were able to get things done earlier.

Changes:

- More information is needed on how to use check boxes
- More education and hands-on training for plan owners (i.e. training in clusters of common areas)
- Providing smaller workshops with an Assessment Coordinator and an individual program
- Consider concentrated-area training (e.g. Criteria for Success Workshop)
- Modifications on check boxes: specifically work on the continuing for next year and budget content
- Use National Assessment Week (April 1-5, 2024) for trainings/presentations (as mentioned above)

With Budget, Strategic Plan, and Assessment being more collaborative in the cycles, the committee was asked “If you would be able to change anything, what would benefit everyone?” Committee members were asked to also consider the timeline of all the cycles, including how one area impacts another. No comments were given at that time. The following two items are summary of the conversation points.

- **Training-** The committee discussed whether hands-on training would be beneficial. Moving beyond the click-click on a big screen, and moving towards assessment coordinators walking around the room, giving trainees time to try answering questions for themselves, then guiding them individually and giving them feedback. See, hear, and do training.
- **Data Management for Courses** – Using CANVAS to better manage data was discussed. There will be CANVAS training in the future. Dr. Pam Shefman is starting with the TX Core Committee to get these organized. Future training will be hands-on with worksheets and handouts.

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:

- No data in the data box or the box was not checked numbers were not provided.
- Often no data from the previous year from the academic program 2022-2023 program outcomes to provide to the dean’s office was shared for planning. This data is still needed for the dean’s plans.
- No narrative in the “Use of Results”, just checking the box is not enough. We need to know why you are doing what you’re doing.
- Request for budgetary funding was checked but was not always connected to their next plan cycle.
- We need to move away from “Use of Results” being a box to check off. Plan owners need to know how the process is a useful tool for planning and improvements.

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

- All learning outcome Tier 2 Objective needed to be 13 – Improve UHCL Experience (Transcend) for student learning outcomes (SLOs). This category was pre-populated for everyone, but some changed this category. Additional content around strategic planning was also entered into this box. This content will not be reviewed, no extra content is needed in this box. Note that the OPA database only retains items from the strategic plan list as provided.
- Liaisons checked that there was a Tier 2 Objective selected when there was no objective selected.

- Method often had a single line without any description on the methodology. No real information to have as back up for the future where the plan owner or someone who comes after the writer can find data and the needed steps to get to the criteria for success measures. Plan owners were asked to answer these questions: Where will you get your data? Can you be specific enough that your future self will have no problems calculating these numbers?
- Often, what should be put in Method was put into Criteria for Success. Criteria for Success should be your numerical understanding of what you met or didn't meet your stated outcome. Criteria for Success should be how you analyze and measure your data.
- In some cases, liaisons reviewed reports and plans and some plan owners did not always make the changes needed/requested. The unedited reports and plans may have been submitted causing extra revisions requested.

COMPLETION DETAILS

This section of the report contains details of the assessment planning cycle on completion and content. For completion, all plan owners should have submitted the following components: 2022-2023 Results and Use of Results (report) and 2023-2024 Methods and Criteria for Success (plan) to the Office of Planning and Assessment. It is noted that 2 items were submitted past deadline (with leadership acknowledgement), and all plans and reports have been submitted for the writing of this report.

During the review process, revisions were requested for clarity and consistency by the OPA staff. If the information was not clear or the section 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. Plan owners complied with requested revisions and resubmitted as needed. All revised plans were reviewed, scored, and approved.

OPA continues to use 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 311 reports and plans were reviewed, 111 (36%) had revisions. For this year's report, a total of 322 reports and plans were reviewed, with only 92 (29%) revisions requested and submitted. The focus of the assessment liaisons on these improvements is visible. The goal set last year was to be at 25% institutionally and 40% for administration and co-curricular; administration and co-curricular total revisions was 37% and that goal was met.

The Office of Planning and Assessment can now focus more on where specifically, revisions are needed and how to improve the process even further. Reporting was overall higher in revisions needed, so an effort will be made on improvements in reporting. 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 2023 Reporting	AY 2024 Planning	AY 2023 Reporting	AY 2024 Planning	AY 2023 Reporting	AY 2024 Planning	
No revision	62%	90%	75%	50%	67%	76%	71%
Revision	38%	10%	25%	50%	33%	24%	29%

Academic Reports and Plans						
	AY2023 Results & Use of Results			AY2024 Methods & Criteria for Success		
College	# Reports	Approved at Submission	Approved after Revisions	# Plans	Approved at Submission	Approved after Revisions
COB	22	2	20	22	22	0
COE	17	13	4	17	11	6
CSE	27	26	1	28	27	1
HSH	37	23	14	38	35	3
TOTALS	103	64	39	105	95	10

Administrative & Co-curricular Reports and Plans						
	AY2023 Results & Use of Results			AY2024 Methods & Criteria for Success		
Organizational Area	# Reports	Approved at Submission	Approved after Revisions	# Plans	Approved at Submission	Approved after Revisions
Academic Affairs	3	3	0	4	4	0
Administration and Finance	5	5	0	5	3	2
Facilities Mgmt. and Construction	6	3	3	6	0	6
Business Operations (formerly finance)	5	3	2	4	2	2
Office of the President	2	2	0	4	3	1
Provost Office	2	2	0	2	2	0
Information Technology	3	3	0	3	3	0
Student Success and Initiatives	9	5	4	9	5	4
Division of Student Affairs	12	11	1	11	6	5
Strategic Enrollment Mgmt.	4	3	1	5	1	4
University Advancement	5	2	3	5	0	5
TOTALS	56	42	14	58	29	29

New to the report this year is a review of the sections within the reports and plans where revisions were requested. This specifies where OPA and the liaisons can change the number of revisions in the next cycle. Both Results and Program Outcomes are areas that need to be addressed.

	AY2023		AY2024			
	Results	Use of Results	SLO Outcomes	Program Outcomes	Methods	Criteria for Success
No revision	67%	90%	90%	70%	91%	95%
Revision	33%	10%	1%	30%	9%	5%

Another area that was new to the report this year was a checkbox 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 29 outcomes where the plan owner checked the box and provided confirmation that the outcome will be measured in the next plan. There were 7 outcomes that had the box checked, but that outcome did not appear in the next year plan. The details of the reports and plans for these outcomes were shared with the Office of Planning and Budget. There was confusion around the continuation of measurement. 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.

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

This section of the report is new. The Office of Planning and Assessment will work on the necessary changes to continuously improve the 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.

Objective Content

To address the first recommendation, 1,131 objectives were reviewed from the reports for 2022-2023. 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 academic program or enroll). Only 5 program outcomes from non-academic programs had outcomes for this purpose (including the academic programs there were 11, however there are no longer academic program objectives for the current year). For the 2023 -2024 plans, there are now 18 in the 695 objectives. 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 in alignment 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 criteria for success for the 2023-2024 academic year objectives.

¹ <https://uhsystem.edu/about/planning-and-performance/index.php> in the 2022 report UHCL is located on pages 14-15.

Strategic Plan Alignment

A report was generated and shared with the Office of University Strategy and Transformation (OUST).

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
7	18	6	1	4	50	32	17	11	3	4	522	2	18

With the change in leadership for the strategic plan at UHCL, this data will be important as we redefine the metrics used in the strategic plan and the future reporting. Note that all student learning outcomes were aligned to objective 13 which is why that number is much higher. Ensuring that all objectives align with the institutional priorities of the strategic plan will continue for future cycles.

Criterion Status

Another recommendation was to add a checkbox with the results narrative as an indicator if the criterion for success was met. This was to reduce the number of requested revisions. With a now retrievable count of the status of the criteria for success this can help highlight how many opportunities for improvement we have. And can flag where to look for in the next cycle for those improvements made. The following table highlights that from 1,131 objectives in the 2022-2023 reports, 34% or 382 objectives have provided opportunities where UHCL can grow. This also gives UHCL a way to track how the data will be used toward improvement into the following cycles and highlight the accomplishments of our programs and departments. The table in the appendix provides a more detailed breakdown of these items.

Met		Not met		Partially met		Not Reported		Not assessed this cycle		Grand Total
Qty	%	Qty	%	Qty	%	Qty	%	Qty	%	
734	65%	224	20%	158	14%	9	1%	6	1%	1131

	Met		Not met		Partially met		Not Reported		Not assessed		Total Qty
	Qty	%	Qty	%	Qty	%	Qty	%	Qty	%	
Program Outcome	355	60%	135	23%	99	17%	6	1%		0%	595
Student Learning Outcome	379	71%	89	17%	59	11%	3	1%	6	1%	536
Grand Total	734	65%	224	20%	158	14%	9	1%	6	1%	1131

RECOMMENDATIONS FOR IMPROVEMENT IN THE NEXT ASSESSMENT CYCLE

This is the section on recommendations for future cycles. 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, all were carried out and notes are provided in the appendix on each. Below are the recommendations for moving forward.

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.
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 – the timing of both cycles will be evaluated.
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 including 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.
 - 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).
 - 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.
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.
5. Advocate for 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. Additionally, any other metrics that will support the application for grant funding not covered above should be reinforced in the assessment cycle. The assessment committee will support the use of these metrics in the 2025 planning 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 2023 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 2023 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.	<input type="checkbox"/> Reflects on outcomes and the box(es) selected. Exhibits good understanding of finding implications to the program or unit. Identifies key areas that need to be monitored, remediated, or enhanced.	<input type="checkbox"/> Yes, notes were shared with contact person.	

Assessment Plan Review Rubric

AY 2024 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 2024 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.	
	Criteria for Success	<input type="checkbox"/> No or few benchmarks or targets identified. Targets are not clearly defined; language is vague and subjective.	<input type="checkbox"/> Basic level of achievement was described. Targets may seem subjective.	<input type="checkbox"/> Targets are specific, detailed, measurable, and related to the method.	<input type="checkbox"/> Yes, notes were shared with contact person.	
	Tier 2	<input type="checkbox"/> Not selected	<input type="checkbox"/> Selected one	N/A		

For questions contact: Assessment@uhcl.edu

Appendix B. 2023-2024 UHCL Assessment Committee and Liaison List*

Committee Member List	Liaison Assignment
Dr. Kathy Matthew, Office of the Provost	Academic Affairs Division
Ms. Deja Sero, Administration and Finance	Administration and Finance 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	Administration and Finance Division
Dr. Doug Wells, Administration and Finance	Administration and Finance Division
Mr. Mark Denney, Administration and Finance	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
Mr. Greg Haines, College of Human Sciences and Humanities	College of Human Sciences and Humanities
Dr. David Garrison, College of Sciences and Engineering	College of Science and Engineering
Mr. Mike Livingston, Office of Information Technology	Information Technology
Dr. Matt Aschenbrener, Strategic Enrollment Management	Strategic Enrollment Management Division
Ms. Sandy Ng, Strategic Enrollment Management	Strategic Enrollment Management Division
Dr. David Rachita, 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
Mr. Richard Zalesak, University Advancement	University Advancement Division
Mr. Joseph Staley, University Advancement	University Advancement Division
Dr. Pam Shefman, Office of Planning and Assessment, Co-Chair	Office of the President and Office of the Provost
Ms. Tammy Braswell, Office of Planning and Assessment, Co-Chair	

*list as of January 2024

Appendix C. Previous Recommendation Statuses

RECOMMENDATIONS FOR IMPROVEMENT IN THE AY22/AY23 REPORT WITH UPDATED

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. – *UPDATE: reported progress in this report*
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. – *UPDATE: reported progress in this report*
3. To address the concerns of utility of the assessment planning cycle and the expected accreditation requirements, add requirements that the academic college or department/program accreditation indicate the **metrics that track compliance** with any accreditation agency. – *UPDATE: there was a check box added to the planning template for this*
4. Review the assessment support structures in the academic college and find ways to improve the disparities; specifically, the differences in resources of staffing across all colleges. – *UPDATE: supported improvements where possible*
5. Create a new process that removes program outcomes from the academic assessment planning. The recommendation is that the college-level (or dean) aggregate the program outcomes and begin tracking as a college, replacing the program level tracking (e.g. use the College of Education as an example of how to improve this process). This will still require programs to be engaged at the college level, but the planning and reporting occur at the next higher level. This may simplify the prior three recommendations as well. – *UPDATE: completed all academic programs that did not require program outcomes were removed for the 2023-2024 plans*
6. Create new fields for the plans or reports that may include the following:
 - a. Indication when the metric of success is met, not met, or partially met as a required checkbox, – *UPDATE: done*
 - b. Indication if the outcome will be continued or discontinued in the next cycle as a required checkbox, – *UPDATE: done*
 - c. Indication if the actions for the outcome will require budgetary support for the upcoming cycle, – *UPDATE: done*
 - d. Improvements to the strategic plan connection to potentially include dropdowns (may not be possible with current technology in this first cycle but is important for future cycles), and – *UPDATE: done*
 - e. Indication that the outcomes are requirements for college or program accreditation. – *UPDATE: done*
7. Provide more support and training for the liaisons; to occur during Spring 2023 for teams to assist in the reduction of the number of revisions needed. Specialized content needs to be given to academic and administration/co-curricular as the needed revisions varied across those groups. – *UPDATE: done*
8. Improvements need to be made to the submission processes that do not require email versions, reduce confusion, and/or fix versioning information. Set targets for the revisions in the next cycle to be lower than 25% items at the institutional level; and under 40% of items in the administrative/co-curricular to require revision. – *UPDATE: reported progress in this report*

Appendix D. Criterion Status

	Met		Not met		Partially met		Not assessed		Not Reported		Total Qty	Total %
	Qty	%	Qty	%	Qty	%	Qty	%	Qty	%		
Administration and Finance Division	34	58.6%	10	17.2%	14	24.1%		0.0%		0.0%	58	100%
Program Outcome	34	58.6%	10	17.2%	14	24.1%		0.0%		0.0%	58	100%
College of Business	165	70.2%	40	17.0%	30	12.8%		0.0%		0.0%	235	100%
Program Outcome	73	65.8%	22	19.8%	16	14.4%		0.0%		0.0%	111	100%
Student Learning Outcome	92	74.2%	18	14.5%	14	11.3%		0.0%		0.0%	124	100%
College of Education	47	61.0%	19	24.7%	11	14.3%		0.0%		0.0%	77	100%
Program Outcome	6	54.5%	3	27.3%	2	18.2%		0.0%		0.0%	11	100%
Student Learning Outcome	41	62.1%	16	24.2%	9	13.6%		0.0%		0.0%	66	100%
College of Human Sciences and Humanities	178	66.2%	55	20.4%	26	9.7%		0.0%	10	3.7%	269	100%
Program Outcome	88	62.4%	33	23.4%	14	9.9%		0.0%	6	4.3%	141	100%
Student Learning Outcome	90	70.3%	22	17.2%	12	9.4%		0.0%	4	3.1%	128	100%
College of Science and Engineering	207	66.6%	68	21.9%	30	9.6%	6	1.9%		0.0%	311	100%
Program Outcome	71	56.3%	40	31.7%	15	11.9%		0.0%		0.0%	126	100%
Student Learning Outcome	136	73.5%	28	15.1%	15	8.1%	6	3.2%		0.0%	185	100%
Enrollment Management Division	6	50.0%	2	16.7%	4	33.3%		0.0%		0.0%	12	100%
Program Outcome	6	50.0%	2	16.7%	4	33.3%		0.0%		0.0%	12	100%
President	4	57.1%	2	28.6%	1	14.3%		0.0%		0.0%	7	100%
Program Outcome	4	57.1%	2	28.6%	1	14.3%		0.0%		0.0%	7	100%
Provost Office	24	54.5%	5	11.4%	15	34.1%		0.0%		0.0%	44	100%
Program Outcome	24	55.8%	5	11.6%	14	32.6%		0.0%		0.0%	43	100%
Student Learning Outcome		0.0%		0.0%	1	100.0%		0.0%		0.0%	1	100%
Student Affairs Division	33	57.9%	12	21.1%	12	21.1%		0.0%		0.0%	57	100%
Program Outcome	19	57.6%	8	24.2%	6	18.2%		0.0%		0.0%	33	100%
Student Learning Outcome	14	58.3%	4	16.7%	6	25.0%		0.0%		0.0%	24	100%
Student Success and Initiatives	28	68.3%	7	17.1%	6	14.6%		0.0%		0.0%	41	100%
Program Outcome	23	69.7%	6	18.2%	4	12.1%		0.0%		0.0%	33	100%
Student Learning Outcome	5	62.5%	1	12.5%	2	25.0%		0.0%		0.0%	8	100%
University Advancement	1	50.0%		0.0%	1	50.0%		0.0%		0.0%	2	100%
Program Outcome	1	50.0%		0.0%	1	50.0%		0.0%		0.0%	2	100%
University Advancement Division	6	33.3%	4	22.2%	8	44.4%		0.0%		0.0%	18	100%
Program Outcome	6	33.3%	4	22.2%	8	44.4%		0.0%		0.0%	18	100%
Grand Total	733	64.8%	224	19.8%	158	14.0%	6	0.5%	10	0.9%	1131	100%

Appendix E. 2024 Planning for Student Success

Reported items in 2022-2023 that mentioned enrollment, retention, graduation

College	Department	Outcome Description	Assessment Methods	Criteria for Success	CriteriaStatus	Summary of Results
College of Business	Management Information Systems Department	Offer curriculum that meets the needs and expectations of the students in an effort to increase program enrollment.	Track program enrollment and student diversity.	The program will see a 2% increase in enrollment, while retaining student diversity.	Not met	Although diversity in the undergraduate MIS program remains strong with over 25% of the students being Hispanic, the program has remained stable with no growth. It is hoped that the conversion of the program to STEM (now somewhere in the approval process) will give the program higher visibility with the current focus on STEM education.
College of Business	Management Information Systems Department	Offer curriculum that meets the needs and expectations of the students in an effort to increase program enrollment.	Track program enrollment and student diversity.	The program will see a 2% increase in enrollment and domestic students.	Not met	While the program has grown, the diversity has not changed. Over 98% of the students continue to be International students, mostly coming from India.
College of Human Sciences and Humanities	Liberal Arts Department	Provide support to students that will assist them in achieving academic success and program completion.	Annually, survey students in the MA program to learn their preferences regarding course schedules, their views of course offerings, their understanding of capstone options, and their reasons for choosing the degree. Calculate retention of MA students.	At least 50% of currently enrolled students re-enroll in subsequent semester and are making progress towards graduation.	Met	N=14 Our student numbers are growing; the majority of our students re-enroll and continue to progress towards graduation.
Student Affairs Division	Campus Community	Through case management, assist students in remaining enrolled who are reported as CARE Team concerns.	A query will be run at the end of both Spring 23 and Summer 23 semesters to determine enrollment status for each CARE Team student of concern.	75% of CARE Team students of concern will have maintained enrollment per semester.	Met	95% (28/30) of Spring 23 students who were CARE Team concerns, maintained enrollment. Only 38% (3/8) of Summer 23 CARE students remained enrolled. Such a difference could be attributed to the shortened and accelerated nature of summer semesters/sessions. However, 75% (6) did return for the Fall 2023 semester. Though remaining enrolled for the Summer semester posed challenging for these students, it may be that the assistance they did receive supported their ability to re-enroll for the Fall semester. SEMESTER CASES RETAINED % NOT RTND Spring 23 30 28 95% 2 Summer 23 8 3 38% 5
College of Human Sciences and Humanities	Social and Cultural Sciences Department	Offer curriculum that meets the needs and expectations of the students in an effort to increase enrollment.	Count the number of students in PSL classes.	Increase student enrollment by 5%.	Not met	In Spring 2023, there were 37 PSLD majors according to the IR Data Portal. In Spring 2022, there were 40 PSLD majors. The criterion was not met.
College of Human Sciences and Humanities	Social and Cultural Sciences Department	Provide Anthropology courses in various formats to meet the needs of students.	Track the number of courses offered online per semester and the number of students enrolled in our online program.	At least 3% growth in the online Anthropology program which demonstrates annual growth, both in terms of (1) student credit hours, (2) course enrollments, and (3) increase in Anthropology online majors.	Partially met	From the Fall of 2022 to the Fall of 2023, the program saw a 28% increase in on-line majors. The program offered the same number of on-line courses (7) in the Fall of 2022 as in the Fall of 2023.

College of Science and Engineering	Mathematics Department	Recruit and retain students in order to enrich the university's academic and social environment.	Track the number of flyers sent out, program webpage updates, meetings with students, and email / phone responses to prospective students.	Send out at least 1 flyer, and update the program webpage at least once in each semester. Meet each student at least once outside the classroom each semester and help them stay in track and graduate from the program smoothly.	Met	The retaining rate for the STAT program is above 90%. The faculty continuously in contact with the current students and meet them outside of the classroom. STAT program has distributed a flyer nationally and internationally through faculty contacts. Also, it was published some social and professional media such LinkedIn. As a result, new avenues were opened for student's recruitment compared to the previous academic year.
Student Success and Initiatives	HSH Advising	Provide first-semester Transfer students in HSH, advising services to educate, assist, and empower students in making well-informed decisions related to academic goals, program of study, and supplemental learning experiences. Through these services and proactive outreach, the student will be informed of university resources and campus support to ensure the First Semester Transfer students are acclimated to UHCL in order to support the completion of the student program and retain First Semester Transfers.	Track HSH student participation using Navigate.	25% of HSH first semester transfer students will attend at least one advising session during their first semester at UHCL.	Met	Source Navigate – Appointment report indicates there were 324 HSH first-semester transfer students. Of these 324 students, 149 students met with an academic advisor, or 45% of HSH first-semester transfer students attended at least one advising session during the Fall 2022 semester. Spring 2023 indicated 203 HSH first-semester transfer students. Of these 203, 88 were met with during the Spring 2023 semester, or 43% of HSH first-semester transfer students attended at least one advising session during the Spring 2023 semester.
Student Success and Initiatives	HSH Advising	Priority Academic Advising: Provide continuing undergraduates in HSH, advising services to educate, assist, and empower students in making well-informed decisions related to academic goals, program of study, and supplemental learning experiences. Through these services and proactive outreach, the student will be informed of university resources and campus support to ensure HSH continuing undergraduate students are acclimated to UHCL in order to support the completion of the student program and retain HSH continuing undergraduate students.	Track HSH student participation using Navigate.	30% of continuing HSH undergraduate students will seek advising prior to the upcoming long semester.	Partially met	Source Navigate – Appointment Report indicates there were 1376 continuing undergraduate HSH students during the Fall 2022 semester. Of these 1376 students, 242 met with an academic advisor, or 17% of continuing undergraduate HSH students attended at least one advising session during the Fall 2022 semester. Spring 2023 indicated 1446 continuing undergraduate HSH students. Of these 1446 students, 678 were met with during the Spring 2023 semester, or 46% of continuing HSH undergraduate students attending at least one advising session during the Spring 2023 semester.
College of Human Sciences and Humanities	School Support	Expand the continuing education market throughout Harris and Galveston Counties.	Monitor retention rates by keeping accurate records of class numbers to determine which disciplines are most in demand, as well as to identify percentage of returning students.	The student retention rate will be 70%.	Met	Our strongest FLEEP enrollments were at the beginning of each semester, as it had been in the past, with a total of about 80 classes in the academic year. The number of FMCE classes remained the same, 42 classes, but that is due to the schedule structure. The retention rate remained generally at 70%, but the percentage skyrocketed up to 95% or even 100% for some FLEEP classes, specifically advanced classes where the students have worked together for a number of years.

Student Success and Initiatives	Student Success Center	Embedded Tutors will help students become academically successful.	Evaluate students' course grade at the end of the semester for each course that has an ET.	60% of those students who utilize Embedded Tutors will successfully complete the course.	Met	98.7% of students that utilized the ET completed the course(s).
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Planned items in 2023-2024 that mentioned enrollment, retention, graduation

College	Program_Match	Outcome Description	Assessment Methods	Criteria for Success	Tier2Objective
Student Affairs	Veterans Services	The Office of Military and Veteran Services will continue to provide educational programming, workshops, and facilitate training opportunities for staff and faculty that promote retention and integration into the campus community.	Military and Veteran Services will provide workshops/presentations and community building events. Attendance will be collected, and a short survey will be administered after each program to rate the satisfaction of the individuals that attended the event	Military and Veteran Services will provide 4 workshops/presentations to students and the campus community, and 2 community building events.	07 - Improve Student Experience Process (Transform)
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).	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.	15 - Increase University Recognition (Transcend)
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.	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	03 - Improve Learning Resources (Transcend)
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.	Office of the Dean meets with students at all the different stages of their academic journey and follows up to ensure that their academic progress is sound, smooth and meaningful. The Dean's Office works closely with the HSH Advising Office and the university's academic affairs offices to transform the student experience and guide them towards success. Processes to ensure student success and effective academic progress are implemented through steps in the beginning, middle, and end stages of their degree-completion. For students entering/re-entering into their degree plan, continuing their studies, and reaching the capstone stage, the college works toward improving the student experience every step of the way.	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.	07 - Improve Student Experience Process (Transform)

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.	Office of the Dean meets with students at all the different stages of their academic journey and follows up to ensure that their academic progress is sound, smooth and meaningful. The Dean's Office works closely with the HSH Advising Office and the university's academic affairs offices to transform the student experience and guide them towards success. Processes to ensure student success and effective academic progress are implemented through steps in the beginning, middle, and end stages of their degree-completion. For students entering/re-entering into their degree plan, continuing their studies, and reaching the capstone stage, the college works toward improving the student experience every step of the way.	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.	07 - Improve Student Experience Process (Transform)
Student Success and Initiatives	HSH Advising	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.	HSH Advising Office will track undergraduate continuing students' participation using Navigate.. This will be measured based on the timeliness of enrollment using Spring 2024 and Fall 2024 enrollment terms. We look to 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 the upcoming term by the end of the first month of open enrollment.	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.	13 - Improve UHCL Experience (Transcend)
Student Success and Initiatives	HSH Advising	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.	HSH Advising Office will track undergraduate first-semester freshmen students' participation using Navigate. This will be measured by comparing Fall-to-Fall persistence for FTICs admitted in Fall 2023. The measurement will compare those who attended at least one advising session per long semester vs. those who did not.	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.	13 - Improve UHCL Experience (Transcend)
Student Success and Initiatives	HSH Advising	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.	HSH Advising Office will track undergraduate probation students' participation using Navigate. This will be captured by comparing the Fall to Spring end-of-term cumulative GPA for those entering Fall 2023 on academic probation. As well as comparing Spring to Fall end-of-term cumulative GPA for those entering Spring 2024 on academic probation. The measurement will compare end-of-term cumulative GPAs for those who attended at least one advising session per long semester vs. those who did not.	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.	13 - Improve UHCL Experience (Transcend)
Student Success and Initiatives	Student Success Center	The Student Success Center will foster a productive learning community for students enrolled in historically high D,F,W,I courses through Embedded Tutoring.	The Student Success Center will compare course grades for those that utilize the ETs versus those that did not. All letter grades will be transformed into numbers (ex. "A-" in the course will be changed to a 3.667 course GPA). Once this step is completed the SSC will compare the average GPAs for both groups. This will be done for each course when ETs are and will be consolidated for the entire academic year.	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	07 - Improve Student Experience Process (Transform)

Student Success and Initiatives	Student Success Center	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.	All students registered in an ET led course will be surveyed at the end of the semester (paper and pencil survey). The SSC will be determining student perception of the Embedded Tutoring program.	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.	07 - Improve Student Experience Process (Transform)
College of Education	COE Plan	Increase use of data in order to retain and promote student success, networking, and experiential learning.	The pass rate of professional and certification examinations to all departments at the end of each long semester will be reported and discussed at department meetings. Faculty will examine the data to look for areas of improvement and make appropriate changes to the curriculum.	The percent of student passing professional and certification exams networking, and experiential learning will be reported at the end of each semester to Department Chairs and faculty members.	13 - Improve UHCL Experience (Transcend)
Strategic Enrollment Management	Admissions	Improve graduate application process using Slate CRM.	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. Admissions will use the weekly Enrollment Management Application Funnel report for Fall 2024 to track graduate admit, and enrolled counts. Once the final enrollment counts are produced, we will determine if the enrollment goals are met.	Increase the Fall 2024 application completion rate for the graduate programs in Slate to 75%.	02 - Improve Technology (Translate)
Strategic Enrollment Management	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 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.	07 - Improve Student Experience Process (Transform)
Strategic Enrollment Management	Admissions	Promote, educate, and recruit prospective students in order to increase new freshman and transfer student enrollment.	Admissions will use the weekly Enrollment Management Application Funnel report for Fall 2024 to track applications, admit, and enrolled counts. Once the final enrollment counts for the term are produced, we will determine if the enrollment goals are met	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.	07 - Improve Student Experience Process (Transform)
Student Affairs	Dean of Students	Students reported as CARE Team concerns will remain enrolled during that same semester.	A query will be run at the end of each semester to determine enrollment status for each CARE Team student of concern.	75% of CARE Team students of concern will have maintained enrollment per semester.	07 - Improve Student Experience Process (Transform)
College of Science and Engineering	CSE Plan	Continuously improve retention of students. COB will exceed national norms for one-year retention rates for an undergraduate population of first-generation, part-time, adult learner population	Track the year-to-year retention rate of CSE students whether they stay in CSE, transfer to another college or graduate.	80% for Graduate Students, 80% for UG Transfer students and 80% for FTIC students.	07 - Improve Student Experience Process (Transform)
College of Business	COB Plan	COB transforms student outcomes, conferring more than 1400 credentials to first-generation learners every five years.	Five-year cumulative first-year retention (new enrolls – one-year attrition) / (new enrolls) (for future reporting - please include the definition of first-generation, part-time, and adult learner to be used)	The CoB will have a 60% five-year cumulative first-year retention rate defined as (new enrolls – one-year attrition)/(new enrolls).	13 - Improve UHCL Experience (Transcend)
College of Business	COB Plan		Sum of undergraduate and graduate degree conferrals to first-generation classified learners over a rolling five-year period based on the current reporting year (for future reporting - please include the definition of first-generation to be used)	The CoB will confer 1400 degrees to first-generation learners over a rolling five-year period.	13 - Improve UHCL Experience (Transcend)