UHCL | **Planning and Assessment**
Academic Affairs

Office of Planning and Assessment

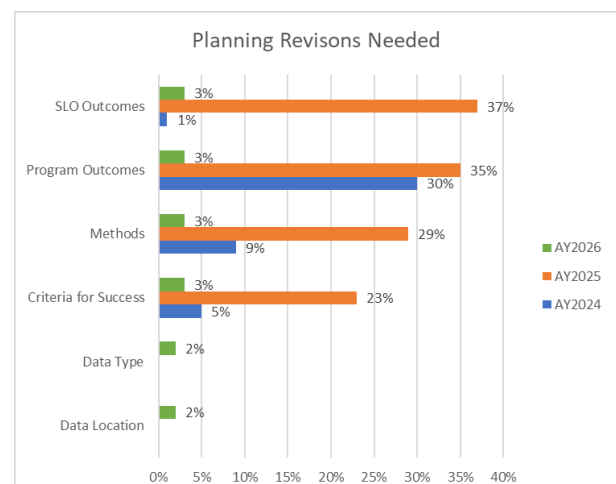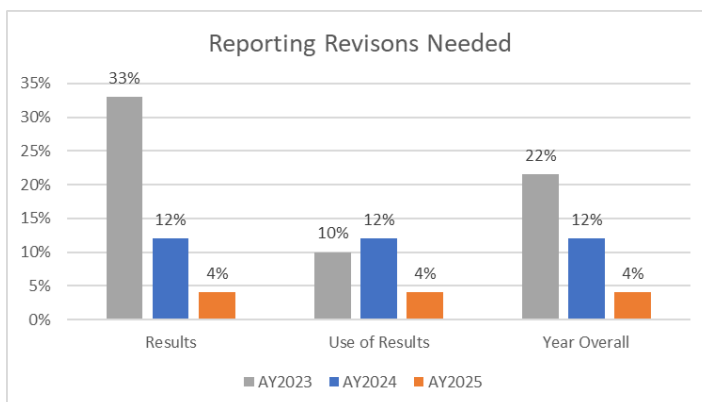AY 2024-2025 Assessment Reports and AY2025-2026 Assessment Plans
Overview of Assessment Reporting and Processes

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

EXECUTIVE SUMMARY

This summary reflects the highlights from this cycle based on the contents of this report. There was compliance and improvement within reporting and planning across the university. This list contains key highlights of the previous year's assessment cycle.

- Continued 100% participation in the cycle. Only 4 areas submitted their work after the deadline. Overall, there was a minimal change in the number of reports in total with a small decrease in the number of plans submitted (a count of 10 lower) in the upcoming cycle due to reorganizations and restructurings.

- Met the target of a reduction in revisions needed (down to 7%). Decreases in revisions needed were found in reporting and planning. This reflects a focus on the liaison training and recognition that AY25 reports will be in the SACSCOC 5th year report with more care and scrutiny given to the planning as well.

- Changes in the reporting provided a connection from AY24 reported actions to be done, to AY25 data and actions to the AY26 planning. Not only closing the loop, but plan owners are now able to see how action planning connects to the next cycle of data and the expectations and plans for the upcoming cycle.

- Plan owners and liaisons are satisfied with improvements and continue to be engaged in assessment

- We have increased awareness and focus on student success. In the data type field, we have found an increase to 26 outcomes (was 18 in the previous report) that focused on institutional priorities in enrollment, retention and graduation.

- Continued focus on the data shared from the assessment cycle. Data exports continue with some structural changes noted in this report.

Reporting Revisons Needed — bar chart showing percentages for Results, Use of Results, and Year Overall across AY2023, AY2024, AY2025.
Results: AY2023 33%, AY2024 12%, AY2025 4%.
Use of Results: AY2023 10%, AY2024 12%, AY2025 4%.
Year Overall: AY2023 22%, AY2024 12%, AY2025 4%.

Planning Revisons Needed — horizontal bar chart across AY2026, AY2025, AY2024.
SLO Outcomes: AY2026 3%, AY2025 37%, AY2024 1%.
Program Outcomes: AY2026 3%, AY2025 35%, AY2024 30%.
Methods: AY2026 3%, AY2025 29%, AY2024 9%.
Criteria for Success: AY2026 3%, AY2025 23%, AY2024 5%.
Data Type: AY2026 2%.
Data Location: AY2026 2%.

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 to this cycle were:

- Approved AY24 reports in Teams by December 2024;
- All templates were provided earlier in this cycle from the previous year – May 23 was the latest date templates were shared (7 weeks earlier than previous year);
- Changed templates for Reports & Plans –
  - For both: moved instruction sets all to the end, added an outcome start and stop indicator, locked entry to text boxes, drop downs and check boxes only,
  - Report template: added a field that required a review of previous year report,
  - Report template: added a drop down on how it connects to the plan,
  - Plan template: added a drop down about the changes being made;
- Changed the submission rubric to a form that provided exemplary work to be used in future cycles.

At the November 2025 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 included what they or plan owners shared that they liked or would recommend for changes.

Likes:

- Moving the instructions on the templates to the end and cleaner templates.
- Earlier availability of templates was helpful.
- Design and instruction contributed to minor revisions (still single digits overall).

Changes:

- Template Confusion Observed
  - Action dropdown ("What happens in the next planning cycle") caused varied interpretations.
  - Some indicated modifications but did not update plan items, leading to inconsistencies.
  - Confusion around Replace and Discontinue options.
  - Outcome statement box placement led to misuse as a narrative instead of a outcome statement.
- Challenges/issues with New Program Directors:
  - Learning curve for new directors and they are unfamiliar with assessment process.
  - Overlapping program responsibilities and leadership transitions complicate reporting

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 and planning:

- Timeline for approval was great this cycle
  - First-round reviews completed by Oct. 31—a significant improvement from last year (previously finished just before Thanksgiving).
  - Turnaround time was reduced to 2.5 weeks compared to last year's extended timeline.
  - Cultural shift noted: Plan owners appear to take the process more seriously, reflecting thoughtful planning and data use.
  - Revisions: Single digits across all submissions – a major success attributed to liaisons support of plan owners.
- Resources were provided earlier including short "how to" videos for plan owners on the reporting and planning templates – also shared via Teams where the templates are kept.
- Reporting and planning instructional videos appear to be utilized well - 78 views for reporting, 43 views for planning.
- Members expressed interest in having access to exemplar examples as soon as possible. Dr. Shefman explained that exemplars are currently stored in an Excel table; they are not yet exportable but will be in

the database as soon as possible and a simple dashboard is planned so all can view. However, an export will be shared before then, so liaisons have access to filter on their own.

COMPLETION DETAILS

This section of the report contains details of the assessment planning cycle on completion and content. For completion, all plan owners submitted the following components: 2024-2025 Results and Use of Results (report) and 2024-2025 Methods and Criteria for Success (plan) to the Office of Planning and Assessment. We did track the newest fields (next cycle action, connection to reporting, data type, and location of data) in this report.

OPA continues to use the data points of 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 326 reports and plans were reviewed, 73(22%) had revisions. For this year's report, a total of 310 reports and plans were reviewed, with only 22 (7%) revisions requested and submitted. The focus of the assessment liaisons on these improvements is visible. The goal set last year was to have revisions at 20% or less institutionally and that goal was met, in all reports and plans across all areas.

Tables. Summary of Assessment Approval Review and Overall Completion

All	Academic Totals		Administrative & Co-curricular Totals		Combined Totals		ALL Combined
	AY 2025 Reporting	AY 2026 Planning	AY 2025 Reporting	AY 2026 Planning	AY 2025 Reporting	AY 2026 Planning	
No revision	95%	95%	92%	88%	94%	92%	93%
Revision	5%	5%	8%	13%	6%	8%	7%

All	AY2025 Reporting				AY2026 Planning						
	Prior Year Actions*	Results	Use of Results	Next Cycle Action*	Connect to Report*	Student Learning Outcome	Program Outcome	Criteria For Success	Data Type+	Methods	Data Location+
No revision	96%	96%	96%	95%	97%	97%	97%	97%	98%	97%	98%
Revision	4%	4%	4%	5%	3%	3%	3%	3%	2%	3%	2%

Academic	AY2025 Reporting				AY2026 Planning						
	Prior Year Actions*	Results	Use of Results	Next Cycle Action*	Connect to Report*	Student Learning Outcome	Program Outcome	Criteria For Success	Data Type+	Methods	Data Location+
No revision	97%	96%	96%	95%	98%	94%	100%	97%	98%	96%	97%
Revision	3%	4%	4%	5%	2%	6%	0%	3%	2%	4%	3%

Administrative & Co-curricular	AY2025 Reporting	AY2026 Planning

	Prior Year Actions*	Results	Use of Results	Next Cycle Action*	Connect to Report*	Student Learning Outcome	Program Outcome	Criteria For Success	Data Type+	Methods	Data Location+
No revision	95%	95%	97%	95%	96%	100%	95%	96%	98%	98%	100%
Revision	5%	5%	3%	5%	4%	0%	5%	4%	2%	2%	0%

Academic Reports and Plans						
	AY2025 Reporting			**AY2026 Planning**		
College	**# Reports**	**Approved at Submission**	**Approved after Revisions**	**# Plans**	**Approved at Submission**	**Approved after Revisions**
COB	22	22	0	20	20	0
COE	16	16	0	16	15	1
CSE	28	27	1	27	26	1
HSH	38	34	4	33	30	3
TOTALS	104	99	5	96	91	5

Administrative & Co-curricular Reports and Plans						
	AY2025 Reporting			**AY2026 Planning**		
Organizational Area	**# Reports**	**Approved at Submission**	**Approved after Revisions**	**# Plans**	**Approved at Submission**	**Approved after Revisions**
Academic Affairs	3	3	0	3	3	0
Administration and Finance	5	4	1	5	5	0
Facilities Mgmt. and Construction	6	6	0	6	6	0
Business Operations	4	2	2	4	3	1
Office of the President	5	5	0	4	4	0
Provost Office	2	2	0	2	2	0
Information Technology	3	2	1	3	3	0
Student Success and Initiatives	9	9	0	8	8	0
Division of Student Affairs	11	11	0	10	8	2
Strategic Enrollment Mgmt.	6	5	1	6	4	2
University Advancement	5	5	0	5	3	2
TOTALS	59	54	5	56	49	7

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

This section of the report focuses on the objectives, strategic planning, budgeting, and the reported criterion status. The Office of Planning and Assessment continuously focuses on improving assessment work and culture across campus. Recommendation from last year was the following:

1. Elevate UHCL Metrics: The committee will continue to elevate the importance and 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.

Therefore, the following sub-sections will look at how the reports and plans have carried out the recommendation.

Objective Content Towards Student Success Metrics

To address the first recommendation, 626 objectives were reviewed from the reports for 2024-2025. OPA staff aligned with institutional data types as defined in the planning. For the 2023 -2024 plans, there were 18 of the 696 objectives. For 2024-2025, there are 626 objectives listed and 26 now focus on enrollment, retention and/or graduation. 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 Cards[1]. For the 2025-2026 planning, plan owners were introduced to selecting the data type before the cycle began and there are growths noted in those items as well. The appendix has a table of the objectives and their data AY25 reporting. Additionally, the data and actions planned can be used in the requirements for SACSCOC and supports institutional commitment to the use of data for improvement.

Tables. Summary of Data Types in Reporting and Planning

	AY25 Reporting	AY26 Planning
01 Not in list	189	137
02 Enrollment	13	18
03 Student Learning	419	429
04 Retention	6	14
05 Graduation	1	2
06 Student Achievement/Progress Card	2	4

Strategic Plan Alignment

Due to reorganization and restructuring, the Office of University Strategy and Transformation (OUST) was eliminated and OPA will take over the work of the strategic plan dashboarding.

The following table contains the AY2026 items planned for collection.

Strategic Objective 1	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
3	4	15	5	3	14	54	28	16	14	11	1	451	2	21

The strategic plan at UHCL continues to use this data as we redefine the metrics in the strategic plan and future reporting. Note that all academic student learning outcomes are aligned to objective 13 which is why that number is much higher than the other objectives. In this cycle, OPA will continue to work with President's Office on meeting their data needs to support the strategic plan dashboard.

Budgetary Support Reporting

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[1] https://uhsystem.edu/about/planning-and-performance/index.php in the 2024 report UHCL is located on pages 12-15.

Budget support was another reported area where plan owners could indicate if they felt budgetary support would be needed in the future for the outcome and improvement for UHCL. For these 37 outcomes, the outcome will be measured in the next plan. The details of the reports and plans for these outcomes were shared with the Office of Planning and Budget. 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.

	Count of Outcomes	Percent
Budget Priority Checked	**37**	**6%**
No, the results did not meet the criteria for success.	2	5%
Partially, some parts/aspects did meet but not all.	15	41%
Yes, met or exceeded.	20	54%
Budget Priority Not checked	**593**	**94%**
No, the results did not meet the criteria for success.	83	13%
Partially, some parts/aspects did meet but not all.	138	22%
Yes, met or exceeded.	368	59%
Grand Total	626	100%

Criterion Status

The following table highlights that out of 626 objectives in the 2024-2025 reports, 38% or 238 objectives have provided opportunities where UHCL can grow (last year's percentage was 34%). To improve outcome tracking across years, a field was created in our database. The table in the appendix provides a more detailed breakdown of these items.

Met Criteria?	AY25 Total outcomes reported	AY25 Percent	AY24 Total outcomes reported	AY24 Percent
No, the results did not meet the criteria for success.	85	14%	120	17%
Partially, some parts/aspects did meet but not all.	153	24%	114	16%
Yes, met or exceeded.	388	62%	462	66%
Grand Total	**626**	**100%**	**696**	**100%**

Met by Outcome Type	AY25 outcomes reported	AY 25 Percent	AY24 outcomes reported	AY 24 Percent
Program Outcome	**213**	**34%**	**238**	**34%**
No, the results did not meet the criteria for success.	33	15%	54	23%
Partially, some parts/aspects did meet but not all.	65	31%	54	23%
Yes, met or exceeded.	115	54%	130	55%
Student Learning Outcome	**413**	**66%**	**458**	**66%**
No, the results did not meet the criteria for success.	52	13%	66	14%
Partially, some parts/aspects did meet but not all.	88	21%	60	13%
Yes, met or exceeded.	273	66%	332	72%
Grand Total	**626**	**100%**	**696**	**100%**

RECOMMENDATIONS FOR IMPROVEMENT IN THE NEXT ASSESSMENT CYCLE

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. We want to continue on the successes of

this cycle and make small improvements to ensure stability of the cycles moving forward. Below are the recommendations.

1. Remain below 10% in revisions needed across the institution in planning reporting.

2. Improve training for liaisons for overall assessment skills improvement, including the recognition of exemplars and leading the culture of assessment in their areas.

3. Make minor modifications to templates to ensure plan owners do not overlook drop down menus.

4. Clarify that the outcome statement is a single sentence on the planning template.

CLOSING REMARKS

The closing of the assessment cycle for AY2025 and planning for AY2026 completed with 100% participation. This full participation/completion has been a trend for multiple years. Tracking the revisions needed continued to this year. Under 7% of all combined submissions requested revisions; it is noted that the areas with revision continues to be 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. This positive outcome for revisions is due to the hard work of the committee as they stepped up their level of work with plan owners in the absence of the OPA assessment coordinators who were lost in staffing reductions. This report focuses on the content of the reports and cycles over completion of reports and plans. There has been a shift towards more quality assessment and a growth in the use of metrics of institutional importance and student success (e.g. enrollment, graduation, and retention). Specifically, reporting shows an increase in objectives and measures with those metrics from reporting to planning. There was some consistency across the institution and alignment to institutional priorities and strategic planning in this cycle.

As the culture of assessment at UHCL continues to mature, it is imperative that the assessment cycle matures with it. In this cycle, there was intentionality in connecting the planning from the AY24 reports to the AY25 reported data then to the planning for AY26. This intentionality continues to help areas focus on the actions they take based on the data they collect. This next step has helped UHCL to serve our students and community and with successful, continued accreditation for our institution and programs. Furthermore, 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 continued demonstration of our maturity and the use of more meaningful data across the campus.

We are ready to start connecting assessment efforts to our daily work. The recommendations this year are focusing on assisting the academic programs in understanding the course level outcomes and the program assessment plans. 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. Therefore, the ending recommendations are provided to assist programs, divisions, and the campus in moving the needle toward a strong assessment culture while we reach stakeholder and accreditation expectations. In closing this report, we celebrate the continued efforts of everyone at UHCL and recognize this work is used regularly by all those engaged in the cycle.

Appendix A. Submission Form

Assessment Cycle Feedback and Submission Form (replaces previous rubric)

UHCL Assessment Feedback & Submission Form

Program/Dept. Title	Click or tap here to enter text.	Program/Dept. Contact Email	Click or tap here to enter text.
Program/Dept. Contact	Click or tap here to enter text.	Liaison	Click or tap here to enter text.

☐ I have read, understood, and approved the Assessment report and plan for this program/unit. I confirm that the Assessment report and plan complies with the UHCL Assessment Procedures as communicated to me.

	Sections	Review	Outcome Number(s)	Reason(s) for Exemplar Nomination
AY 2025 Assessment Reporting	All outcomes meet expectations without Exemplars	☐		N/A
	Exemplar Recognition	Choose an item.	Enter here.	Click or tap here to enter text.
	Additional Exemplar	Choose an item.	Enter here.	Click or tap here to enter text.
	Additional Exemplar	Choose an item.	Enter here.	Click or tap here to enter text.

	Sections	Review	Outcome Number(s)	Reason(s) for Exemplar Nomination
AY 2026 Assessment Planning	All outcomes meet expectations without Exemplars	☐		N/A
	Exemplar Recognition	Choose an item.	Enter here.	Click or tap here to enter text.
	Additional Exemplar	Choose an item.	Enter here.	Click or tap here to enter text.
	Additional Exemplar	Choose an item.	Enter here.	Click or tap here to enter text.

Use the box below for notes on **exemplary work from AY2025 that is evident in work planned for AY2026** in the specific outcome(s) listed.

Click or tap here to enter text.

Use the box below for any **general assessment cycle feedback** from plan owners and liaisons.

Click or tap here to enter text.

Appendix B. 2025-2026 UHCL Assessment Committee and Liaison List*

Committee Member List	Liaison Assignment
Dr. Kathy Matthew, Office of the Provost	Academic Affairs Division
Dr. Deepu Kurian, Administration and Finance	Administration and Finance Division
Mr. Russell Miller, Administration and Finance	Administration and Finance Division
Ms. Esther Herrera, Administration and Finance	Administration and Finance Division
Dr. Donna Stringer, College of Business (through November)	College of Business
Dr. Yvette Bendeck, College of Business	College of Business
Dr. Melissa Williams, College of Business	College of Business
Dr. Joan Bruno, College of Business	College of Business
Dr. Dmitry Suspitsyn, College of Education	College of Education
Dr. Terry Shepherd, College of Education	College of Education
Dr. Omah Williams-Duncan, College of Education	College of Education
Dr. Dawit Woldu, College of Human Sciences and Humanities	College of Human Sciences & Humanities
Dr. Christine Walther, College of Human Sciences & Humanities	College of Human Sciences & Humanities
Mr. Sly Yushchyshyn, College of Human Sciences & Humanities	College of Human Sciences & Humanities
Dr. Lisa Lacher, College of Sciences and Engineering	College of Science and Engineering
Dr. David Garrison, College of Sciences and Engineering	College of Science and Engineering
Dr. Hammad Khan, Office of Institutional Research	Information Technology
Ms. Sheeba Thomas, Office of Information Technology	Information Technology
Dr. Pam Shefman, Office of Planning and Assessment, Co-Chair	Offices of the President and the Provost
Ms. Tammy Braswell, Planning & Assessment, Co-Chair	
Ms. Holly Nolan, Strategic Enrollment Management	Strategic Enrollment Management
Dr. Ana Kahni Rodriguez, Strategic Enrollment Management	Strategic Enrollment Management
Ms. Mary Ann Shelley, Division of Student Affairs	Student Affairs Division
Dr. Laquala Dixon, Division of Student Affairs	Student Affairs Division
Ms. Ebony Brunn, Division of Student Affairs	Student Affairs Division
Ms. Kristi Rickman, Student Success & Initiatives (until January)	Student Success & Initiatives
Mr. Jorge Tennin, Jorge, Student Success & Initiatives	Student Success and Initiatives
Ms. Regan Joswiak, Student Success & Initiatives	Student Success and Initiatives
Ms. Xaymara Prothro, University Advancement	University Advancement Division
Ms. Kendra Hakanson, University Advancement	University Advancement Division
Mr. Stephen Davis, University Advancement	University Advancement Division

*list as of December 2025

Appendix C. Previous Recommendation Statuses

1. Better Connection to Continuous Improvement: Reports and plans will demonstrate how data collected (e.g., student learning, advising data) informs changes in curriculum, advising, or other campus processes. Workshops and training hosted by liaisons with plan owners will address this need. UPDATE: liaisons have continued to work on the culture of continuous improvement, and this focus will continue into the next cycle with more work with plan owners on the planning as it connects to the reporting.

2. Change the Templates for Reporting: New reporting templates will ensure a clear connection between planned actions (as reported in the previous year) to the actions taken (in the current year) with the impact on data within that year. UPDATE: both items listed below were completed
   a. The new templates will require plan owners to refer to the previous year's report while creating their current year report, ensuring a direct link between changes made and the data collected on the outcomes. Plan owners will need to copy planned actions into the new report.
   b. Plan owners will detail what actions were taken in the current year. They will also assess the perceived impact on data (positive, neutral, or negative) in the reporting. This will clarify whether actions led to measurable improvements or not to the changes in data.

3. Increase File Access: There was an emphasis on ensuring that the previous year's approved reports (AY24) are accessible when writing new reports (AY25), so owners can see what they committed to and what changes were implemented. OPA will complete this when the templates are provided for reporting. UPDATE: completed, all templates were available earlier and before the end of May 2024.

4. Make Overall Template Revisions: Templates must be locked so only the text box response areas are available for edits. Instructions will be added and noted based on each data entry box, not on the template itself but as a resource at the end of the template. UPDATE: completed, this recommendation has helped make the templates better and more user friendly.

5. Elevate UHCL Metrics: The committee will continue to elevate the importance and 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. UPDATE: used and reported in this report.

6. Linking to Grants: The assessment committee will explore ways in which assessment plan data can align with common grant application data. For programs and departments where it might be applicable, the assessment data can be used in similar ways as the alignment to UHCL metrics, strategic plan, etc. UPDATE: this was not completed and will not carry over for the next cycle. Although the necessary database clean-up did occur for this to be completed the current political climate around grants has other areas in focus for grants.

Appendix D. Criterion Status

	No, the results did not meet the criteria for success.		Partially, some parts/aspects did meet but not all.		Yes, met or exceeded.		Total Count of Status
	Count of Status	Percent of Status	Count of Status	Percent of Status	Count of Status	Percent of Status	
Administration and Finance	**6**	**17%**	**15**	**43%**	**14**	**40%**	**35**
Program Outcome	6	17%	15	43%	14	40%	35
College of Business	**12**	**9%**	**46**	**35%**	**72**	**55%**	**130**
Program Outcome	0	0%	1	6%	17	94%	18
Student Learning Outcome	12	11%	45	40%	55	49%	112
College of Education	**7**	**11%**	**15**	**25%**	**39**	**64%**	**61**
Program Outcome	0	0%	1	13%	7	88%	8
Student Learning Outcome	7	13%	14	26%	32	60%	53
College of Human Sciences and Humanities	**24**	**23%**	**18**	**17%**	**63**	**60%**	**105**
Program Outcome	4	20%	3	15%	13	65%	20
Student Learning Outcome	20	24%	15	18%	50	59%	85
College of Science and Engineering	**7**	**5%**	**7**	**5%**	**138**	**91%**	**152**
Program Outcome	1	9%	2	18%	8	73%	11
Student Learning Outcome	6	4%	5	4%	130	92%	141
President	**3**	**21%**	**5**	**36%**	**6**	**43%**	**14**
Program Outcome	3	21%	5	36%	6	43%	14
Provost	**3**	**12%**	**10**	**40%**	**12**	**48%**	**25**
Program Outcome	2	8%	10	42%	12	50%	24
Student Learning Outcome	1	100%	0	0%	0	0%	1
Strategic Enrollment Management	**2**	**12%**	**7**	**41%**	**8**	**47%**	**17**
Program Outcome	2	12%	7	41%	8	47%	17
Student Affairs	**7**	**18%**	**18**	**46%**	**14**	**36%**	**39**
Program Outcome	4	17%	9	38%	11	46%	24
Student Learning Outcome	3	20%	9	60%	3	20%	15
Student Success and Initiatives	**9**	**30%**	**6**	**20%**	**15**	**50%**	**30**
Program Outcome	6	25%	6	25%	12	50%	24
Student Learning Outcome	3	50%	0	0%	3	50%	6
University Advancement	**5**	**28%**	**6**	**33%**	**7**	**39%**	**18**
Program Outcome	5	28%	6	33%	7	39%	18
Grand Total	**85**	**14%**	**153**	**24%**	**388**	**62%**	**626**

Appendix E. 2025 Reporting for Student Success

Reported items in 2024-2025 that mentioned enrollment, retention, graduation

Division Program	Outcome Description	Assessment Method	Data Type	Criteria For Success	Criteria Status	Results Data	Summary Of Results
COBDEAN	COB graduate programs, undergraduate majors, and supporting disciplines will establish goals to improve enrollment, retention, and graduation metrics in order to increase student accessibility to courses, and maximize resource utilization.	Each discipline will establish goals relative to the enrollment productiveness of their undergraduate and graduate offerings. At both the graduate and undergraduate level, each rubric will produce a calculation of enrollment per teaching unit. Each discipline will, subsequently, establish ranges for goals in future enrollments per teaching unit at both the undergraduate and graduate level.	Enrollment	All disciplines will provide 2024-2025 reporting and establish forward looking goals for enrollment per teaching unit for each career.	Yes, met or exceeded.	The College of Business has 11 undergraduate majors, a Masters of Business Administration program, and 8 specialized masters' programs. All 20 programs have selected relevant enrollment goals for 2025-2026.	All programs set enrollment-related goals for the upcoming year, with most focusing on improving their yield-to-admit ratios based on prior year data. Accounting aims to increase admissions at both undergraduate and graduate levels. Several disciplines—including Finance, Marketing, Legal Studies, Management, and MBA—are targeting improvements in conversion rates from admission to enrollment. Decision Sciences, Economics, and Management Information Systems are prioritizing schedule efficiency and capacity utilization, while Healthcare Administration is specifically focused on improving its undergraduate yield rate percentage.

COBDEAN	CoB transforms the lives of first-generation learners.	CoB transforms student outcomes, by conferring credentials to first-generation learners.	Graduation	The CoB will confer 1400 degrees to first-generation learners over a rolling five-year period.	Yes, met or exceeded.	For the five-year window of AY20-21 through AY24-25 COB conferred 1546 degrees to first-generation learners.	In the latest reporting period, 1094 undergraduate first-generation learners earned undergraduate degrees, while 452 first-generation graduate learners earned undergraduate degrees. While this number has declined by 5% since CoB's peak, the college remains above above target.

COBDEAN	COB will exceed national norms for one-year retention rates for an undergraduate population consisting largely of first-generation, part-time, adult learner population	CoB will exceed national norms for one-year retention rates for an undergraduate population consisting largely of first-generation, part-time, adult learner population	Retention	The CoB will have a 60% five-year cumulative first-year retention rate defined as (new enrolls – one-year attrition)/(new enrolls).	Yes, met or exceeded.	For the period of 20-21 through 23-24 COB UG one-year retention is 63%. For the same period, COB Grad retention is 67%	The College of Business has met its goal of maintaining a five-year rolling average one-year retention rate above 60%, with both undergraduate (63%) and graduate (67%) programs exceeding the benchmark. Notable strengths include consistently high retention in programs such as MS ENVR (76%), MS ACCT (73%), and MA HMRS (70%), with MA HMRS also achieving an exceptional one-year retention rate of 87%. Undergraduate programs like HADM, MIS, and LEGL also show strong five-year averages (68–69%). While some programs—such as GenB UG and MS Finance—fall below the threshold in their five-year averages, their recent one-year rates suggest positive momentum. Overall, the data reflects solid performance and encouraging trends in student persistence across most programs.

| COEDEAN | COE will increase student retention through targeted counseling and other student success initiatives. | Fall-to-fall retention will be calculated using data from the Student Information System. This measure is calculated as the percentage of first-time bachelors (or equivalent) degrees-eeking undergraduates from the previous fall who are again enrolled in the current fall.

Students will be divided into undergraduate and graduate student groups; the re-enrollment rates (aka retention rates, %) of the groups in the following academic year will be calculated. For undergraduate students, retention rate will reflect FTIC (first time in college) undergraduate students (first-time, full-time in IPEDS terminology). Retention measures for graduate students will include both relative and absolute targets. Relative targets include increases in retention rates by level compared to the prior year. An additional benchmark will be comparison with the UHCL average. The | Retention | Metric 2.1 Increase in retention rate (in %) from prior year; Standards & Ratings of Performance: Four-Point Rating System (1. Needs Improvement; 2. Satisfactory, 3. Very Good, 4. Excellent) A percentage increase up to 3% will be considered "Satisfactory"; A percentage increase between 4% and 5% will be considered "Very Good"; a percentage increase over 5% will be considered "Excellent"; Any percentage decrease in student retention will get the rating of "Needs improvement." Metric 2.2: Retention rates equal or higher those for the UHCL averages. Standards & Ratings of Performance: Four-Point Rating System (1. Needs Improvement; 2. Satisfactory, 3. Very Good, 4. Excellent) A percentage increase up to 3% will be considered "Satisfactory"; A percentage increase | Partially, some parts/aspe cts did meet but not all. | Available in IR Clarity Dashboards, Spring 24-to-Spring 25 semester data is used in this report in the absence of the official Fall 25 data. In the previous year, Spring 2023 to Spring 2024 retention rate for undergraduate students was 71.6 percent. CoE rate was higher that those for UHCL's other colleges: Business College 70.8%, HSH 71.7%, and Science and Engineering 62.3 percent. The Spring 24 to Spring 25 data show the following retention rates: 77% for undergraduate students, 83.7% for master's students, and 75% for doctoral students. These CoE rates, when compared to the UHCL average rates, are higher for undergraduates and master's | This outcome iskey to the operation of the College and UHCL at large, as emphasized by President Walker in the State-of-the-University addresses and in the UHCL strategic plan. It will remain just as relevant in the next assessment cycle as well. The results prompted us to seek refinement of the methodology to arrive at the most efficatious way of measuring retention focusing on relevance to the College, availability of readily accessible data, the extent to which data is actionable and impactful, and other criteria. |

		methodology for graduate student retention will include both full-time and part-time master's and doctoral students.		between 4% and 5% will be considered "Very Good"; a percentage increase over 5% will be considered "Excellent"; Any percentage decrease in student retention will get the rating of "Needs improvement."		students (77% vs. 74.9%, respectively, and 83.7% vs. 80.2%, respectively), but lower for doctoral students (75% vs. 85.7%).	

COEDEAN	The College will increase student enrollment in COE through effective recruitment and student success initiatives.	Admissions and enrollment data will be pulled from both IR Clarity Dashboards and Peoplesoft, and baseline measures will be set. Enrollments by level will be pulled from IR official census data and student credit hours will be pulled from PeopleSoft. Data will be disaggregated by academic level (graduate and undergraduate) and by headcount, FTE (full-time equivalent), and student credit hours.	Enrollment	Metric 1.1: Increase in enrollment from prior year, in %; Standards & Ratings of Performance: Four-Point Rating System (1. Needs Improvement; 2. Satisfactory, 3. Very Good, 4. Excellent) A percentage increase up to 5% will be considered "Satisfactory"; A percentage increase between 5% and 10% will be considered "Very Good"; a percentage increase over 10% will be considered "Excellent;" Any percentage decrease in enrollment will get the rating of "Needs improvement." Metric 1.2: Increase in student credit hours from prior year, in %. Standards & Ratings of Performance: Four-Point Rating System (1. Needs Improvement; 2. Satisfactory, 3. Very Good, 4. Excellent) A percentage increase up to 5% will be considered "Satisfactory"; A percentage increase between 5% and 10% will be considered	Yes, met or exceeded.	Data is taken from Clarity Dashboard that tracks registration counts of enrollments for each semester and compares them with the prior year's numbers. Here comparative data for Fall 25 vs. Fall 24 semesters are presented. As of October 12, 2025, the overall enrollment headcount for Fall 25 in CoE is 913 students, compared to 949 in Fall 2024, which constitutes a 3.8-percent decrease. The decrease is especially seen for undergraduate students: 585 in Fall 2025 vs. 650 in Fall 2024. Conversely, master's student enrollment and doctoral student enrollment in Fall 2025 outpaced the respective enrollment numbers for Fall 2024: 250 in Fall 2025 vs. 232 for Fall 2024 for master's students and 58 vs. 47	The results are mixed. Overall, while student headcount for Fall 2025 is lower than that for fall 2024, the SCH indicator for this fall is larger than that for the previous year. Because SCH translate to revenues generated more precisely that do headcount enrollments, we conclude that this outcome is favorable and positive for us and for UHCL. It supports the fiscal standing, even if the overall headcount enrollment witnessed a decrease by 3.8 percent. We may conclude that CoE outperfed its last year's enrollments in the overall assessment as it applies to the budget and fiscal policy. Of note also is the fact that master's student enrollment and, particularly, doctoral enrollment actually rose compared to the previous year. This is important because Texas' funding formula for higher education allocates a significantly larger amount of subsidy in dollars for master's and, more importantly, doctoral students.

				"Very Good"; a percentage increase over 10% will be considered "Excellent;" Any percentage decrease in enrollment will get the rating of "Needs improvement."		doctoral students, respectively. When student credit hours (SCH) are considered, CoE outperforms its last year's numbers in the following: Overall 8,363 vs.8,178, master's 1,730 vs. 1,558, and doctoral 423 vs. 324. As far as undergraduate hours are concerned, this fall's number is understandably lower than the one for the previous fall: 6,082 vs. 6,193.

CSEDEAN	Accurately monitor the productivity of each academic program in the college for the purpose of improving efficiency and resource allocation.	Utilize SCH per teaching load as a measure of instructional efficiency. A high ratio combined with a significant number of paid overloads may indicate understaffing. A low ratio may be an indication of an underperforming program.	Enrollment	Our initial target is set at 90 SCH/TLC. We expect to modify this number as data becomes available.	No, the results did not meet the criteria for success.	Fall 2024 TLC data was incomplete since the Workload Calculator was not Implemented until Spring 2025. Therefore we base our assessment on data from Spring 2025 only. In Spring 2025, CSE produced 20,053 SCHs at all levels using a total of 257.71 TLC. Therefore the ratio is 20053/257.71 = 77.8. This is equivalent to the average full-time faculty member teaching 3 3-SCH classes with enrollments of about 8.7 students each.	The ratio may have been impacted by our declining graduate enrollment or our relatively large number of independent study and thesis courses. We need to continue monitoring this area and develop a historical trendline.

CSEDEAN	Continuously improve retention of students.	Track the year to year retention rate of CSE students whether they stay in CSE, transfer to another college or graduate. This information needs to be gathered and reported at the program level.	Retention	80% for Graduate Students, 80% for UG Transfer students	Partially, some parts/aspects did meet but not all.	No specific information is available for transfer students so undergraduates are lumped together in the data: UG Retention rate from Fall 2023 to Fall 2024: 68.1% UG 6 year graduation rate for Fall 2024: 40.1% UG neither graduated or enrolled after 6 years for Fall 2024: 55.4% Grad Retention rate from Fall 2023 to Fall 2024: 81.1% Grad 3 year graduation rate for Fall 2024: 78.9% Grad neither graduated or enrolled after 3 years for Fall 2024: 18.2%	At the graduate level, our graduation and retention rates meet expectations. Our undergraduate retention and graduation rates are low.

| HSHDEAN | Increase semester credit hour production within the College of Human Sciences and Humanities | Each program will receive a calculation of their average student credit hours (SCH) per allocated teaching unit (the number of teaching units within the program) at both undergraduate and graduate levels. Using the average SCH/teaching unit calculation, each program will identify strategies for increasing SCH production and ensuring effective use of resources and appropriate enrollments that should align with program, student, and university goals. Once targets are set, programs will need to develop objectives/strategies to achieve the goal(s) and potential risks/impediments to achieving the goal(s) and assess their progress annually. | Enrollment | A college-level increase in total SCH production and an increase in the college's SCH:FTE ratio over the past year. | No, the results did not meet the criteria for success. | Unfortunately, there are no data points, as this assessment was not implemented. | This assessment was not implemented, so no comments can be made regarding a connection between the prior assessment cycle and this one. |

| HSHDEAN | Retention of FTIC students in HSH majors is at or above the University average | Each program will receive their undergraduate first-year retention rates from the dean's office. Moving forward, the college will report retention rates for each of the last three cohorts. Using the retention calculations, each program will identify retention initiatives that should align with program, student, and university goals. Once targets are set, programs will need to develop objectives/strategies to achieve the goal(s) and potential risks/impediments to achieving the goal(s) | Retention | An increase in the percentage of FTIC students within its programs and the college rate is at or above the university's retention rate over the past year. | Partially, some parts/aspects did meet but not all. | The retention rate of FTIC students within HSH over the past year was 83.9%, while it was 84.8% for the university as a whole. The retention rate was also calculated for 15 programs in HSH, as they had at least one FTIC student in them throughout the past year. Of those programs, 8 had a retention rate that was greater than the university's overall rate. | The College's FTIC retention rate over the past year was 0.9 percentage points lower than the university's rate. As a result, the criteria for success was not met. However, of the 15 programs that were analyzed, 8 had retention rates that were greater than the university's 84.8% retention rate. The following are all programs that had a greater rate: Behavioral Science BA; Criminology/Criminal Justice BS; History BA; Literature BA; Literature BA 7-12 English Language Arts; Serious Game and Simulation BA; Social Work BSW; and Sociology BS. That said, it should be noted that many programs had low enrollment of FTIC students. For example, the Anthropology BS program had 2 FTIC students in fall 2024 and only one of those students returned fall 2025. Low enrollment of FTIC students had a significant impact on FTIC retention rates. |

DSA-STUMEDIA	Increase student recruitment and retention numbers in Student Media.	For assessing Student Media's retention, Student Media will update a monthly roster of contractors and contributors. For assessing Student Media's recruitment, Student Media will maintain a roster of contractors and contributors by semester.	Retention	Student Media will retain a minimum 20% of the total number of active Student Media students each fall and spring semester. (Graduating students will be excluded from this data). Student Media will recruit a minimum of three new students to Student Media per fall and spring semester. The student can either be a contractor or contributor	Yes, met or exceeded.	Recruitment FY25 The chart above shows that by Summer 2025 (August 31, 2025), 11 new students were either a contractor or contributor of Student Media. The equals to an increase of 550%. This growth shows a significant recruitment surge through outreach through the Media production class, orientation and promotion on campus. Retention FY25 The chart above shows that from September 2024 to May 2025, only two students were retained. In August 2025 five students were retained from July 2025. This shows a 150% increase. No data was captured from FY24 due to the transition of leadership.	Due to transition within leadership, no data was captured for the FY24 assessment plan. With no data, a comparison of FY24 and FY25 cannot be completed. The reactivation of Student Media played a critical role in driving a 550% increase in student recruitment, growing enrollment from 2 to 13 studens between September 2024 and August 2025. The growth aligns with increased visibility driven by student led content and engagement through the Media Production class, orientation and presence on campus. Additionally from July to August 2025, we observed a 150% increase in student retention, rising from 2 to 5 studens retained. This improvement followed a period of transition and low involvement within Student Media. With the increase in rentention and recruitment, Student Media is fostering community, increase hands-on journalism and re-engaging freedom of speech.

| PRV-EDASCSV | Enhance the institution's global scholar exchange by increasing the number of incoming J-1 exchange visitors. | Diversify Recruitment Channels and Use Digital Platforms: § Partner with faculty, educational institutions, and agencies abroad that offer financial support to scholars or have established exchange agreements. § Focus on regions or countries where costs are less of a deterrent or where scholarship opportunities are more accessible. § Engage U.S. embassies and Fulbright commissions globally to promote J-1 exchange opportunities. § Promote exchange programs targeting prospective scholars on international education platforms, forums, and social media | Enrollment | Increase in Incoming J-1 Visitors: § Target: Achieve a 10% increase in enrollment by the end of AY 25-26. § Measurable Indicator: Enrollment of at least two additional J-1 scholars or students by the end of AY 2025-26. | Yes, met or exceeded. | Exchange Program Expansion Action: Increase exchange program opportunities to foster intercultural competence. Total number of scholar exchange participants: 2024–2025: 2 exchange visitors (3 dependents) 2023–2024: 1 exchange visitor 50% increase | The total number of scholar exchange participants doubled from 1 to 2 between 2023–2024 and 2024–2025, marking a 50% increase in participation. This growth reflects the positive impact of efforts to expand exchange program opportunities, aligning directly with the action plan to foster intercultural competence. The inclusion of 3 dependents in the current cycle suggests broader family engagement and support structures, indicating improved program accessibility and appeal. |

SEM-GRADADM	Establish recruitment strategies and marketing communication among graduate programs to increase the number of graduate applications.	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. Graduate Admissions will use the weekly Enrollment Management Application Funnel report for Fall 2024 and Spring 2025 to track graduate applications, incomplete applicant files, and graduate enrollment counts. Once the final enrollment counts for the term are produced, we will determine if the enrollment goals were met.	Student Achievement/ Progress Card	Graduate applications for all programs will increase by 15% compared to prior academic year.	Yes, met or exceeded.	Implementing the new Slate communication campaign, along with the implementation of our strategic recruiting plan that includes cold-calling and email blast, increased new application count for domestic graduate admissions for each college. The College of Business and Science and Engineering applicant count increased by 25% and College of Human Sciences and Humanities increased by 55% compared to the previous year.	The implementation of Slate communication and its 60-day campaigns did not exist prior to January 2025. Fall 2024 application count and yields rates were lower due to no active communication via Slate with prospective students and applicants. Implementing Slate communication assisted with graduate admissions-domestic exceeding their target metric of 15% for the number of new applications submitted.

| SEM-GRADADM | 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. | Student Achievement/ Progress Card | Target Domestic graduate goal(s): Spring/Summer/Fall 2025 increase in the number of applications and increase number of enrolled by 15%. | Yes, met or exceeded. | The College of Business and Science and Engineering applicant count increased by 25% and College of Human Sciences and Humanities increased by 55% compared to Fall 2024 for graduate domestic admissions. College of Human Sciences and Humanities increased application count by 60% compared to previous recruitment cycle (Fall 2024). Enrollment percentage exceeded 15% for graduate domestic admissions compared to previous recruitment cycle (Fall 2024). | Slate communication implementation along with new recruitment activities had an impact on domestic graduate admissions being able to exceed target goal of 15% for application count, admissions, and enrollment. |

| SEM-INADMSS | Improved workflow of communication to applicants and admitted students, resulting in an increase in yield of international students. | Request to have enrollment data added to the PowerBI dashboard to easily track yield rates. Increase engagement with incomplete applications via Slate webinars hosted by OIAS. Increase engagement with matriculate students via Slate webinars hosted by OIAS to discuss next steps within the immigration process and enrollment. Engage with campus partners to provide communication to matriculated students on enrollment steps and reasons to choose UHCL. Learning how to use Slate effectively for communication and enrollment events will help us to achieve this objective and goal. Success will be determined by tracking engagement with new Slate webinars and progress towards enrollment of those participants. Using the information from the created PowerBI Dashboard, the average yield from application and enrollment from FY | Enrollment | Our goal is to increase yield from application to enrollment to 8.5% and yield from matriculation to enrollment to 16%. | Partially, some parts/aspects did meet but not all. | FOR MATR TO ENROLL: The yield rate for Fall 2023 was 18.24%. The yield rate for Fall 2024 was 18.67%. The yield rate for spring 2024 was 16.73%. The yield rate for spring 2025 was 20.5%. Average MATR to Enroll FY24: 17.49% Average MATR to Enroll for FY25: 19.59% FOR APP TO ENROLL: Fall 2023: 9%, Fall 2024: 8%. Spring 2024: 8% Spring 2025: 6% | The data provided in the method above appears to be inaccurate. Using the current campus wide Funnel Report, the numbers are above to compare FY24 with FY25. The MATR to Enroll percentage went up from 17.49 in FY24 to 19.59% in FY25. This increase may be a result of improved communications to MATR students and external political factors in the United States where students wanted to enter prior to any changes being made by the administration. The Application to Enroll percentage average in FY24 was 8.5%. In FY25, it was 7%. We did have more applications due to our events like Discover UHCL that provided an application fee waiver. This may result in more unfinished applications and students who do not have the ability to pay for education in the United States. Data to support this theory exists but queries will need to be created to effectively gather in the data. This data lives in Slate. |

		2023-2024 was 7.5% in international applications. The average yield from matriculation to enrollment was 15.5%. Our outcome is to increase yield of international applicants from application to enrollment to 8% and yield of matriculated to enrollment to 16%. Outcome for the office will be an improved workflow of communication to applicants and admitted students, resulting in an increase in yield of international students.

| SEM-INADMSS | Recruit and retain a culturally diverse student body to enrich the university's academic and social environment. | Transcend and improve UHCL experience by expanding internationalization recruitment efforts through the completion of international community, partner engagement with a focus on FTIC Fairs, Student Counselor Updates, International Travel, and transfer student focus with community college partnerships. The method will be reviewed based on the utilization of student data tracking by using a comparative analysis from the previous academic year to current year data based on IRA and student tracking system. Success will be determined by an increase in applications to the University.. These outcomes and criteria will be assessed by the end of the assessment cycle through the effectiveness of the method. We will begin to use Slate Events to track all recruitment events and participation at those | Enrollment | Increase in international student applications from previous year. | No, the results did not meet the criteria for success. | Fall 2023 Apps: 2318, MATR 1157 Spring 2024 Apps: 1159, MATR 594 Fall 2024 Apps: 1565, MATR 708 Spring 2025 Apps: 831, MATR 471

Overall, applications from FY24 to FY25 are down 31%. | Many of the action items we implemented will hopefully see positive results for FY26. Many of the factors that relate to a decline in applications include a change in agent contracts effective Fall 2024, that resulted in the loss of a partner that sent us many students. Our partners also anecdotally told us many students were not applying for spring 2025 to await the results of the presidential election. We will continue to see the ripple effects of that for the foreseeable future. |

		events to effectively measure engagement with applicants and prospective students. Currently, this has never been used by our office but will be an improvement and alignment with Strategic Enrollment Management.					

SEM-UNDRADM	Continue to inform the campus community with admissions updates to support overall enrollment objectives.	Admissions will utilize the weekly Enrollment Management Application Funnel report for Fall 2025 to track application, admission, and enrollment counts.	Enrollment	Fall 2024, freshman (First time in College) enrollment goal is 550 and transfer enrollment goal is 1300.	Partially, some parts/aspects did meet but not all.	Fall 2024 New First time Freshman 480 New Freshman, Sophomore, and UGRD Transfer 1029	Unfortunately, the enrollment goals of 500 FTIC and 1,300 transfer students were not met. Numerous leadership and staff transitions may have contributed to this outcome. I will defer to the newly hired AVP and Director of Recruitment to analyze the data and provide context in order to identify the underlying causes.

SEM-UNDRADM	The Office of Admissions will assist the university in the growth of enrollment for both Freshman and Transfer students.	This year (versus in any past years), students for UG who apply can no longer pay their app fee at the time of application. Due to an issue between UHS' banking set up and the Apply Texas application. Students have to wait a minimum of 48 hours to pay their application fees in a different system. Unsurprisingly, students are not paying nor completing their apps in the standard pattern because of this, and numbers are down. We will compare the completion rates of students from last year to this year towards an overall improvement.	Enrollment	An improvement the percentage of students who complete their applications.	Yes, met or exceeded.	Fall 2024 Applications: 5,900 total • 1,322 did not pay the application fee • 4,578 either received a fee waiver or paid the application fee Fall 2024 Count of ID Column Labels Row Labels Cancelled Complete Initiated (blank) Grand Total FTIC 6 2882 1031 1 3920 App Fee 6 2881 1031 1 3919 Waiver 1 1 UG Transfer 1 1689 280 10 1980 App Fee 1 1687 280 8 1976 Waiver 2 2 (blank) 2 2 Grand Total 7 4571 1311 11 5900 Fall 2023 Applications: 5627 total • 920 did not pay the application fee • 4707 either received a fee waiver or paid the application fee Fall 2023 App Fee Breakdown	Based on the data presented, the 24–48 hour delay for students to submit the application fee via e-service does not appear to have been a significant factor in nonpayment. In Fall 2023, 16% of students did not pay the application fee, whereas in Fall 2024, the percentage increased slightly to 22%.

Count of ID | Column Labels

Row Labels	Complete	Initiated	Cancelled	Received	Returned	(blank)	Grand Total
FTIC	2776	825	2	1	1		3605
App Fee	1443	808	1	1			2253
Waiver	1333	17	1		1		1352
UG Transfer	1881	123	5			13	2022
App Fee	1575	113	5				1693
Waiver	306	10					316
(blank)						13	13
Grand Total	4657	948	7	1	1	13	5627

SSI-COEADVS	The Office of Academic Advising in the College of Education will support continuing students in enrolling in classes for the next semester.	College of Education Academic Advisors will utilize Navigate Campaigns, direct phone calls, and emails to direct continuing students to make advising appointments. PeopleSoft will be used to track enrollment.	Enrollment	90% of continuing students in the College of Education will meet with an academic advisor and enroll in classes for the next semester.	No, the results did not meet the criteria for success.	During the Fall 2024 semester, 334 continuing students in the College of Education met with an academic advisor. Of those, 264 students enrolled in classes for the following term, resulting in a 79% enrollment rate. In Spring 2025, 400 continuing students met with an advisor, and 355 of 399 students enrolled in classes for the upcoming semester, yielding an 88% enrollment rate. While both terms showed strong engagement, the enrollment rates fell slightly below the established success criterion of 90%. These results indicate progress toward the goal, particularly with the improvement from Fall to Spring, but the target was not fully met.	Between the Fall 2024 and Spring 2025 enrollment periods, the College of Education saw improvement in both advising engagement and subsequent enrollment rates among continuing students. In Fall 2024, 334 students met with an advisor, and 264 of them enrolled for the following semester, resulting in a 79% enrollment rate which was 11 percentage points below the target of 90%. In Spring 2025, advising engagement increased to 400 students, and 355 of 399 enrolled, yielding an 88% enrollment rate. Although the 90% success criterion was not fully met in either term, the 9-point increase from Fall to Spring suggests that changes implemented between cycles positively impacted student engagement and enrollment outcomes. The data reflects meaningful progress and indicates that the advising program is moving in the right direction.

| SSI-COEADVS | The Office of Academic Advising in the College of Education will support first time in college (FTIC) students by meeting with them prior to the conclusion their first semester. | College of Education Academic Advisors will utilize Navigate Campaigns, direct phone calls, and emails to direct FTIC students to make advising appointments during their first semesters. | Enrollment | 90% of FTIC students in the College of Education will meet with an academic advisor prior to the conclusion of their first semesters. | No, the results did not meet the criteria for success. | During the Fall 2024 semester, the College of Education Advising Office met with 104 of 133 first-time-in-college (FTIC) students, resulting in a 78% advising engagement rate. In Spring 2025, 44 of 63 FTIC students met with an advisor, yielding a 69% engagement rate. Both terms fell below the established success criterion of 90%, with a 9-point decline from Fall to Spring. | Between Fall 2024 and Spring 2025, advising engagement rates for first-time-in-college (FTIC) students declined. In Fall, 78% of FTIC students met with an advisor, compared to 69% in Spring, both below the 90% success criterion. This 9-point drop suggests reduced advising capacity, likely due to other advising staff departures in Spring 2025 that impacted outreach and availability. |

| SSI-COEADVS | The Office of Academic Advising in the College of Education will support new first time in college (FTIC) students in enrolling at UHCL. | College of Education Academic Advisors will utilize Navigate Campaigns, direct phone calls, and emails to direct newly admitted FTIC students to make advising appointments. PeopleSoft will be used to track enrollment. | Enrollment | 50% of FTIC students in the College of Education will meet with an academic advisor and enroll in first semester classes. | Yes, met or exceeded. | During the Fall 2024 semester, 104 newly admitted first-time-in-college (FTIC) students in the College of Education met with an academic advisor. Of those, 103 students enrolled in classes for the same semester, resulting in a 99% enrollment rate. In Spring 2025, 44 FTIC students met with an advisor, and 39 of them enrolled in classes for the upcoming term, yielding an 88% enrollment rate. Both terms exceeded the established success criterion of 50%, demonstrating effective outreach and a strong advising impact. | Between Fall 2024 and Spring 2025, the College of Education demonstrated strong advising impact for newly admitted first-time-in-college (FTIC) students. In Fall 2024, 99% of FTIC students who met with an advisor enrolled in classes, supported by a full advising team. In Spring 2025, the enrollment rate declined to 88%, coinciding with a reduction in advising staff. This shift suggests that advisor availability directly influenced outreach capacity and student enrollment outcomes, even though both terms exceeded the 50% success criterion. |

SSI-HSHADVS	Priority Academic Advising (Progression): The HSH Office of Academic Team Advising will educate, assist, and empower continuing HSH students in course planning to highlight the importance of registering for twelve credit hours or more each semester to assist students in progression and time to completion.	HSH Advising Office will track undergraduate continuing students' participation using EAB Navigate enrollment reports. This will be measured based on the number of credit hours enrolled using Spring 2025 and Fall 2025 enrollment terms. Methods will 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 at least twelve credit hours or more during the upcoming term by the end of open enrollment.	Enrollment	60% of HSH Students who attend at least one advising session per long semester will enroll in at least twelve credit hours or more for the upcoming term by the end of open enrollment.	Partially, some parts/aspects did meet but not all.	Fall 2024 to Spring 2025 enrollment data indicates 448 of 877 students who met with an advisor enrolled in 12 or more credit hours or 51%. Spring 2025 to Fall 2026 enrollment data indicates 518 of 858 students who met with an advisor enrolled in 12 or more credit hours or 60%. Remaining students who did not meet with an advisor received email, text, and phone calls. Emails and texts went out each Wednesday using EAB Navigate Enrollment campaigns which allowed each advisor to identify students within their caseload who had not scheduled an advising appointment or registered for the upcoming semester.	The first assessment cycle evaluating the impact of advisor appointments on scheduled credit hours revealed a positive correlation. Data from Fall 2024 to Spring 2025 showed that 51% of students who met with an advisor enrolled in 12 or more credit hours, compared to 49% who did not. This suggests that advising may contribute to timely degree progression. While the initial results are promising, further analysis is needed to account for additional variables such as student classification, first-generation status, overall GPA, and program type. Notably, the increase in scheduled credit hours from Spring 2025 to Fall 2025 (60%).

| SSI-HSHADVS | Proactive Academic Advising First Time in College (FTIC Persistence): The HSH Office of Academic Advising will provide first time in college students with personalized guidance, academic resource support, and customer service to foster a sense of belonging to help students persist and remain on track toward their educational goals. | HSH Advising Office will track undergraduate first-time in college student participation using EAB Navigate reporting. This will be measured by comparing Fall-to-Fall persistence for FTICs admitted in Fall 2024. The measurement will compare those who attended at least one advising session per long semester vs. those who did not. | Retention | 75% of Fall 2024 first time in college students who attend at least one advising session per long semester will persist from Fall 2024 to Fall 2025. | Yes, met or exceeded. | Fall 2024 to Fall 2025 persistance rates as of June 30, 2025 display that 104 of 126 Fall 2024 first time in college students (FTIC), met with an academic advisor during the Fall 2024 or Spring 2025 long semesters. 82 of 104 students have persisted or enrolled in Fall 2025 or 78%. 22 students did not meet with an academic advisor. 6 of the 22 students persisted from Fall 2025 or 27%. Total FTIC persistence (appointment/no appointment) for Fall 2025 was 88 of 126 or 69%. | Persistence rates from Fall 2024 to Fall 2025 showed a notable improvement compared to previous cycles. First-time-in-college (FTIC) persistence increased to 78% among students who met with an academic advisor, up from 69% in Fall 2023 and 66% in Fall 2022. Of the 126 FTIC students enrolled in Fall 2024, 104 (81%) engaged in advising during the Fall 2024 or Spring 2025 semesters. Among those advised, 82 students persisted to Fall 2025, highlighting a strong connection between advising and student retention. These results suggest that increased advisor engagement may be contributing to improved persistence outcomes. |