

A Carnegie-designated Tier-One Public Research University

UH Vital Statistics

40,747 students
31,367 undergraduates
965 ranked faculty
12 colleges
300+ core courses
2 institutionally designated options
3 central FTE dedicated to assessment; more in some colleges

Current Core

- Students select from over 300 core courses
- IDO's: Quantitative Reasoning and Writing-in-the-Disciplines (WID)

Assessment of Core Competencies not EEOs

Assessment measures the competencies behind the core (Reading, Writing, Speaking, Listening, Critical Thinking, and Computer Literacy reframed as Information Literacy) rather than the EEOs.

Procedures

Multi-disciplinary faculty groups were assembled to build rubrics for writing and critical thinking; student learning is assessed by randomly sampling embedded student work from core courses and scoring against the rubrics. Faculty designed test items to measure quantitative reasoning; items were administered in core classes. Librarians partnered with faculty to study information literacy and build standards.

New Core

Proposal Process

Proposals for new core courses have been submitted to the Undergraduate Committee and will be approved or denied by May 2013 for Fall 2014 implementation. Proposal forms asked departments to identify the applicable component and core objective areas, as well as what artifacts (assignments, test items, etc.) would provide evidence of student learning of each objective. The purpose of this was to ensure each course would have embedded student work by which each objective could be assessed.

Assessment of Personal Responsibility, Social Responsibility, and Team Work

Drawing from faculty who proposed the new core courses addressing these objectives, we are currently forming work groups of assessment staff, Undergraduate Committee members, and faculty to define what UH means by each objective, establish standards, and anticipate measures. Most likely rubrics will result for personal responsibility and social responsibility, although test items to be embedded in course assessments are a possibility. Team work may have a rubric, but we are aware that team work in large lecture classes with few or no TA's is a particular challenge, and we expect some or all team work assessments may ultimately include self-assessment and peer assessment.

Assessment of Critical Thinking, Communication Skills and Empirical & Quantitative Skills

Assessment of these skills will build from standards and procedures already in place. A new faculty group will convene to build standards for Empirical & Quantitative Skills using our current Quantitative Reasoning assessment test items as a starting point. Communication Skills will build from the current Writing assessment rubric and QEP assessment, which includes oral presentation skills. Critical Thinking will continue the process already in place, with revision of the rubric to follow as appropriate.

Procedures

We expect that any rubric-based assessment will continue in the process we have already established involving faculty from multiple disciplines. Assessment staff will organize random sampling of student work across courses, and rotating teams of faculty will participate in norming sessions and score student work against the rubric. Assessment staff will then analyze the data and provide reports to faculty. While ungraded copies of student work have been collected in the past on paper and electronically, we expect all new core courses to be in Blackboard or otherwise to provide student work electronically. Student data will be confidential but not blinded because we will need to disaggregate data by transfer and first-time freshman, or by students who have completed the core and students who are at the beginning of the core.

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