Disciplinary Differences in Student Learning Outcomes Assessment and Reporting

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Discussion Starter
Who resists assessment in general? Who resists conformity in their reporting?
How much conformity is needed?
“Institutions that have been most successful in securing wide-spread involvement in assessment are often those where participants develop local instruments and techniques.... Faculty who develop their own approaches can match their instruments to the local curriculum.” – Catherine Palomba & Trudy Banta

UHV Student profile
SACSCOC Class of 2024

4,400 of students in fall 2018
75% Bachelors Level – 25% Master’s Level
33% of undergraduates are seniors
UHV Assessment Units
52 Academic Programs
14 Student Support Units
12 Administrative Support Units
8 Administrative Offices (mainly VPs and Deans)

Students in Distance Education
47% only online classes
34% in Victoria
18% in Katy

(Katy is 120 miles from the main campus.)
The 2015 software selection committee ended with a decision to not buy assessment software.

OIRE distributes a Word template
Units are not required to use it
I receive 73 assessments by email in October
Template Snapshot prompts for:
• A mission statement
• Dates
• Names of people who collaborated
• Student learning and program outcomes

Template prompts for:
• Assessment plan (usually without dates)
• Assessment report (covering time since the last report)
• New action plans
• Pending action plans
Template prompts for:

• Optional section

BA in Spanish
BAAS (Bachelor of Applied Arts and Sciences)
BS in Computer Science
MEd Counselor Education
MBA (global)
MA Forensic Psychology
Library

Strengths of Assessment at UHV
Academic programs are carrying out assessment that is meaningful to them
Next level
To create more transparency about learning outcomes by publishing them
To link program learning outcomes to institutional learning outcomes

THANK YOU
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