The University of Utah

Year One Self Evaluation Report

Submitted to:
Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052

Submittal Date: September 15, 2016

Contact Information:

Accreditation Liaison Officer for the University of Utah
Dr. David Kieda
Dean, The Graduate School
Professor of Physics and Astronomy
University of Utah
302 Park Building
Salt Lake City, Utah 84112-9016
(801)-581-6926 (phone)
(801)-585-6749 (fax)
dean@gradschool.utah.edu

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Institutional Overview

The University of Utah, founded in 1850, is a comprehensive, world-renowned, public research university and a member of the Pac-12 athletic conference. The University of Utah currently ranks number 66 among the world's top research universities, and number 41 among the top research universities in the nation (Center for World University Ranking, 2016). The U offers 138 undergraduate majors and 239 graduate degree programs, including professional programs in medicine, dentistry, nursing, law, and business. Students at the U can also choose from 100 minors and 69 certificates, as well as interdisciplinary degree programs designed to prepare students for a 21st century world. Total student enrollment exceeds 31,000 students.

A high standard of educational and research excellence is exhibited by a world-class faculty—many of whom are international experts in their fields, members of elite academic organizations, and winners of coveted awards, which include the National Medal of Science, the Nobel Prize, and recognition as fellows of the American Academy of Arts and Sciences and/or the National Academies of Science. Quality in educational offerings is emphasized and supported through mechanisms that enable faculty members to continuously strengthen their teaching and optimize student learning. As a research university, U students have the opportunity to engage first-hand with the generation of knowledge – whether through working with faculty on research or learning in class from faculty who are making path-breaking discoveries. Increasingly, the breadth and caliber of programs at the University of Utah are attracting students from Utah and beyond who want a top-quality education in an extraordinary setting. Motivated students wishing for a transformative college experience—one that enables them to compete in the global workplace—are discovering rigorous opportunities throughout the U's many areas of study. Our combination of world-class education in the context of a research institution situated in a unique location differentiates the U from other top-tier institutions. Our focus encompasses a forward-thinking, problem-solving perspective that positions graduates as leaders in critical domains such as energy, environmentalism, sustainability, and urban planning; internationalism and entrepreneurism; genetics, bioengineering, and health sciences; and the fine arts and humanities.

The University of Utah is one of the best in the nation at creating startup companies based on student and faculty research, indicative of the innovative and industrious thinking found across campus and in classrooms. The U has taken a place among top institutions in the nation in number of startups and licenses issued each year.

Equally impressive, the University of Utah Hospital and Clinics, also a teaching and research facility, provide high quality health care services to individuals from a broad geographic region. The U's emphasis on excellence in health care services and patient satisfaction is revealed in impressive levels of recognition for both hospital quality and for the quality of the patient experience.

The University of Utah serves as a resource to the Salt Lake City community through a wide range of lectures, concerts, museums, gardens, theater offerings, and athletic events.

In turn, the U is enriched through the participation and engagement of community members from diverse backgrounds whose involvement is essential to ensure the long-term relevance and vibrancy of Utah's flagship university.

During his presidential tenure at the University of Utah, President David Pershing has led the campus in the development of ongoing strategic planning designed to provide a dynamic, directional plan for the U over the next five years. This comprehensive effort has involved many members of the campus community in the identification of strategic priorities and the development of a set of transparent metrics to track institutional progress towards mission fulfillment. This effort provides the foundation for this Year One Self Evaluation, and a framework for direction of the University of Utah in the years ahead.

Preface

The University of Utah submitted its 2015 Year Seven *Mission Fulfillment and Sustainability Self-Evaluation Report* to the Northwest Commission on Colleges and Universities (NWCCU) on September 12, 2015. An on-campus visit of the NWCCU Evaluation Team was held on October 29-31, 2015, and the results and recommendation of the Evaluation Team were summarized in the 2015 Year Seven Peer-Evaluation Report. The 2015 Year Seven *Mission Fulfillment and Sustainability* Peer-Evaluation report contained three recommendations.

On January 29, 2016, NWCCU notified the University of Utah that it had reaffirmed the accreditation of the University of Utah based upon the 2015 Year Seven *Mission Fulfillment and Sustainability* Peer-Evaluation Report, and requested the University to address Recommendation 1 of the Peer-Evaluation Report in the University's 2016 Year One Self Evaluation Report, to be submitted by September 15, 2016. NWCCU requested the University to address Recommendations 2 and 3 of the Peer Evaluation Report in an addendum to the Fall 2018 Mid-Cycle Self-Evaluation report.

Upon receipt of the Peer-Evaluation Report and Recommendations 1-3, the University of Utah developed and implemented a set of initiatives to address these three recommendations. This Year One Self-Evaluation Report, submitted September 15, 2015, documents the structure and scope of these ongoing initiatives, and provides details regarding accomplishments and expected future progress in implementing these Peer-Evaluation Recommendations. University initiatives associated with addressing Recommendation 1 are described in this section of the Self-Evaluation Report. As a courtesy to NWCCU, ongoing University initiatives associated with Recommendations 2 and 3 are provided in an appendix to this Self Study.

Brief Update on Institutional Changes since the *2015 Year Seven Self-Evaluation* Report

Policy Changes

The following policy changes have been implemented since August 1, 2015:

1. Revision and Updating of University of Utah Endowment Pool Investment Guidelines, including revising of previous investment guidelines to improve clarity, and provide clarifications of the roles and responsibilities of the Board of Trustees, Senior Investment Officers of the University, the Investment Advisory Committee, the Investment Management Office, and investment consultants (8/11/2015)#.
2. Revision of the Institutional Debt Policy 3-052 to align University Policy with revisions to Utah Board of Regents Policy R509 (9/8/2015)*.
3. Revision of the Retirement Programs Interim Policy 5-302 to provide a greater benefit to more employees by providing full and immediate vesting to more employees, while preserving the legal rights of certain employees to continue participation in the Utah Retirement System (11/10/2015)*.
4. Revision of Academic Policy 6-100.III.G.6 to limit undergraduate students to three attempts to pass a course (12/8/2015)*.
5. Creation of University Policy 1-015 (Safety of Minors) requiring training, a code of conduct, and background checks for individuals working with minors in Covered

Programs, as well as outlining related state law reporting requirements and procedures (12/8/2015)*.

6. Retirement of duplicative University Policies 6-103 to 6-115 associated with Curriculum Administration (1/12/2016)*.
7. Revision and simplification of the University's Mission Statement (1/12/2016)*.
8. Revision to University Board of Trustees Policy 2-002 to reflect changes in Board of Regents Policy and Utah Code (2/9/2016)*.
9. Revisions to Policies 6-100 and 6-102 to restructure/rename the existing Course Feedback Committee to be a Standing Committee of the Academic Senate (4/12/2016)*.

*Details regarding changes to university regulations can be found under individual policy numbers at http://regulations.utah.edu/

#Details regarding other items are documented at the University of Utah Board of Trustees website http://admin.utah.edu/board-of-trustees/under "Meeting Schedules and Agendas."

Personnel Changes

Table 1 lists Significant Campus Leadership Appointments which have occurred since August 1, 2015.

Significant Campus Leadership Appointments	Appointee	Previous Institution
Vice President for Research	Dr. Andrew Weyrich	University of Utah
Dean, College of Mines and Earth Science	Dr. Darryl Butt	Boise State University
Associate Vice President for Equity and Diversity	Dr. Kathryn Stockton	University of Utah
Dean, School of Cultural and Social Transformation	Dr. Kathryn Stockton	University of Utah
Assistant Vice President for Equity and Diversity (new position)	Dr. Nicole Robinson	University of Utah/Syracuse University
Dean of Humanities	Dr. Dianne Harris	University of Illinois
Dean, School of Dentistry	Dr. Wyatt Hume	UCLA
Dean, College of Pharmacy	Dr. Randy Peterson	Harvard Medical School
Co-Director, Office of Learning Outcomes Assessment	Dr. Ann Darling	University of Utah
Co-Director, Office of Learning Outcomes Assessment	Dr. Mark St. Andre	University of Utah
Chief Administrative Officer & Associate VP for Research, Utah Asia Campus	Dr. Chris Ireland	University of Utah
Dean of Students, Utah Asia Campus	Dr. Randall McCrillis	U Colorado Boulder
Dean of Faculty, Utah Asia Campus	Dr. Charles Kent	Texas A & M Qatar
Chief Financial Officer, Health Sciences	Dr. David Browdy	Northwestern University
Director, Office of Equal Opportunity	Sheryl Hayashi	Governor's Office, State of Utah
Vice President of Capital Facilities	Search In progress	
General Counsel	Search In progress	
Executive Director of Admissions	Search in progress	

TABLE 1: Significant Campus Leadership Appointments since August 1, 2015.

Minor Changes in Program Offerings

Since the 2015 Year Seven *Mission Fulfillment and Sustainability* Self-Evaluation Report, the University has applied for and received approval from the Utah Board of Regents for a substantial number of minor changes in its program offerings, as well as several divisional reorganizational changes. In addition, the University has increased the number of degree programs which offer 50% or more program content through online/distance delivery. All changes to September 15, 2016 have been submitted as minor changes to NWCCU, and all of the minor changes have either been approved, or are in the process of being approved. Divisional reorganizations have not generated any changes in degree or certificate program names, content, delivery, or student outcomes.

Response to Fall 2015 Year Seven Peer-Evaluation Report Recommendation 1

The Fall 2015 Year *Mission Fulfillment and Sustainability* Year Seven Peer-Evaluation Report affirmed the accreditation of the University of Utah, and made three recommendations. NWCCU has requested the University of Utah submit a response to recommendation 1 of the Peer Evaluation Report as part of this Year 1 Self Evaluation Report.

Recommendation 1 states:

1. The evaluation committee recommends that the University of Utah realign its mission with an integrated iteration of core themes and the "Four Big Goals", especially in the context of assessable and verifiable student learning outcomes (Standards 1.A and 1.B).

The previous University of Utah Mission Statement, approved by the Board of Trustees and the Utah Board of Regents in 2005, incorporated the mission in the first paragraph, and describes the core themes in three following paragraphs:

> **THE 2005 UNIVERSITY OF UTAH MISSION STATEMENT**
>
> *The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.*

Teaching

In its role as a teaching institution, the University of Utah offers instruction in baccalaureate, masters, and doctoral degree programs. Its colleges, graduate, and professional schools include architecture, business, education, engineering, fine arts, health, humanities, law, medicine, mines and earth sciences, nursing, pharmacy, science, social and behavioral science, and social work. The University commits itself to providing challenging instruction for all its students, from both Utah and other states and nations, and encourages interdisciplinary work and the integration of instruction and research opportunities. It expects and rewards superior teaching and academic excellence among its faculty. It seeks the broad and liberal education of all its students and their familiarity with a changing world.

Research

In its role as a research university, the University of Utah fosters the discovery and humane use of knowledge and artistic creation in all areas of academic, professional, and clinical study. In both basic and applied research, the University measures achievement against national and international standards. Rigorous assessment and review are central to advancing its research programs and creative activities, as are participation and leadership in national and international academic disciplines. The University also cooperates in research and creative activities with other agencies and institutions of higher education, with the community, and with private enterprise.

Public Life

In its role as a contributor to public life, the University of Utah fosters reflection on the values and goals of society. The University augments its own programs and enriches the larger community with its libraries, hospitals, museums, botanical gardens, broadcast stations, public lectures, continuing education programs, alumni programs, athletics, recreational opportunities, music, theater, film, dance, and other cultural events. The University facilitates the application of research findings to the health and well-being of Utah's citizens through programs and services available to the community. The University's faculty, staff, and students are encouraged to contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue.

UPDATES TO THE UNIVERSITY MISSION STATEMENT

As described in the Fall 2015 Year Seven *Mission Fulfillment and Sustainability* Self-Evaluation Report, the University of Utah organizes the realization of its Core Themes objectives in terms of the *Four Big Goals.* The Four Goals provide guidance for strategic planning, allocation of resources, and new initiatives for the fulfillment of the Core Themes. The Four Goals leverage the existing competencies that comprise our strategic advantage as a premier university in the Intermountain West. The Four Goals are:

1. *Promote Student Success to Transform Lives*
2. *Develop and Transfer New Knowledge*
3. *Engage Communities to Improve Health and Quality of Life*
4. *Ensure Long-Term Viability of the University*

Although the three level ogranization of *Mission Statement-Core Themes-Big Goals* provides an accurate, actionable description of the University's mission, the format and length of this multi-level description reduces the clarity and understanding of the University's mission statement. In Fall 2015, SVP Watkins challenged the accreditation task force to develop a revised, simpler mission statement aligned directly to the University's *Big Goals,* essentially replacing the passive intermediate *Core Themes* layer with the directly actionable *Four Big Goals.* The revised mission statement uses three sentences to articulate these *Four Goals.*

The revised mission statement was reviewed by the Academic Senate Executive committee, which felt that the brevity of the the new mission statement must be balanced by a values statement which clearly articulates the values and ethics by which the University will accomplish its mission. The 2016 University Mission Statement is therefore separated into two paragraphs: a *Mission Statement* and a *Values Statement*:

THE 2016 UNIVERSITY OF UTAH MISSION STATEMENT

The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

Values Statement

In accomplishing our local to global mission, the University cultivates an academic environment in which the highest standards of intellectual integrity, teaching, research and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines and who offer high quality engaged learning and clinical experiences. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility, and integrate global and sustainability goals and principles across the institution.

The 2016 University Mission Statement was debated and ratified by the Academic Senate on December 14, 2015. The new mission statement was subsequently approved by the University of Utah Board of Trustees on January 12, 2016, by the Utah State Board of Regents on April 1, 2016, and by NWCCU on April 13, 2016.

The 2016 University Mission Statement therefore contains the University's *Four Goals*, each of which has *well defined objectives* and has developed *strategies to realize these objectives*. Each element of the Mission Statement has well defined *performance metrics* which allow direct evaluation of the success in the realization of the *University Mission*, including *verifiable direct* and *indirect measures of student learning outcomes.* In particular, Year One efforts to develop and implement *verifiable direct* and *indirect measures of student learning outcomes* are described in the Appendix of this Self-Study.

Standard One: Mission, Core Themes and Expectations

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2-3

Eligibility Requirement 2: AUTHORITY
The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The University of Utah is one of eight public colleges and universities in the state that form the Utah System of Higher Education (USHE). The University of Utah operates under authority conferred by the Utah State Constitution Article X section 4, Utah State Code section 53B-2-101 et seq., and policies of the Utah State Board of Regents.

Eligibility Requirement 3: MISSION AND CORE THEMES
The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The University of Utah's mission statement is clearly articulated in Board of Regents Policy R312. According to R312, the University of Utah is classified as a Doctorate-granting University. As defined in this mission statement and classification, the University of Utah's main purpose is to discover, create and transmit knowledge through education and training programs leading to undergraduate, graduate and professional degrees. The University's educational programs culminate in 397 recognized baccalaureates, master's, and doctoral degree programs.

The University's mission statement as a higher education institution was developed through a series of broadly based public processes—town hall meetings, focus groups, the Academic Senate review— after which this statement was accepted as representative of the mission and core values of the University of Utah. In 2014, President David Pershing and Senior Vice President Ruth Watkins developed a set of Four Big Goals, dedicated to enable the realization of the University's Core Themes. Town hall meetings were held to gather public input about each of the Four Goals during spring and summer 2015. In 2015, President Pershing and SVP Watkins launched the institutional dashboard (http://president.utah.edu/universitystrategy/) to quantitatively track institutional progress towards achieving the *Four Goals*.

In 2016, the University mission statement was subsequently revised and streamlined by University Administration and the Academic Senate in order to directly reflect the University's Goals, and provide well-defined *performance metrics* which allow direct evaluation of the success in the realization of the *University Mission*, including *verifiable direct* and *indirect measures of student learning outcomes.* The University of Utah Board of Trustees approved the current mission statement on January 12, 2016 and the Utah State Board of Regents approved the mission statement on April 1, 2016. The mission statement represents the shared values of various constituencies. The mission statement is published at http://president.utah.edu/

The University of Utah dedicates all of its resources to support its educational mission and core themes, consistent with Utah State Board of Regents Policies, Sections 5-8.

STANDARD 1.A: MISSION

The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

The 2016 *University of Utah Mission Statement (*also available online at http://president.utah.edu/) states:

The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

Interpretation of Mission Fulfillment

As the 2016 Mission Statement directly quotes the Four Goals, the University interprets mission fulfillment according to the level of fulfillment of these Four (Mission or Big) Goals. Each Goal has several concrete objectives that support mission fulfillment. Strategies have been established for realizing each of these objectives. Each strategy uses meaningful, assessable, and verifiable performance indicators which track progress towards the accomplishment of the strategy. Each performance indicator therefore directly assesses the level of fulfillment of the University Mission.

Each Mission Goal is assessed with two different procedures. The first procedure assesses the level of mission fulfillment of each Goal objective using well-defined, robust performance indicators representing each objective. The results for each indicator are directly compared to institutional thresholds to provide the most direct method of assessing the University's fulfillment of each mission Goal. These performance indicators directly measure the level of fulfillment of the objective of each Goal. This is called the quantitative assessment of the individual mission Goals.

A second procedure provides a more comprehensive, detailed assessment of the performance of each objective. Each mission objective is assessed using a composite score derived from the mission fulfillment status of each strategy. The average score of each strategy is used to assess the level of performance of the overarching objective. Table 2 provides guidance for individual reviewers to assign a specific grade based upon demonstrated comparison of assessment results and defined thresholds, as well as allowing assessment of the level of performance exceeding threshold using additional indicators provided in the narrative. The resulting scores provide the ability to explore the relative success of different types of strategies, as well as the level of fulfillment of each objective. These scores are referred to as composite assessments of individual strategies. The average

composite score for each objective is tabulated and used to provide a separate assessment of the level of mission fulfillment for each mission Goal.

ADJECTIVAL DESCRIPTION	UNDERPERFORMING	GOOD	SUPERIOR	EXCEPTIONAL
Numerical Rating	0.0-7.9	8.0	9.0-9.9	10
Rating Description based on Indicator Data	Does not meet performance threshold. These may include programs that have met previous threshold levels, and are now striving to reach new, higher benchmarks.	Meets performance threshold. There may be room for improvement.	Consistently exceeds performance threshold. Clearly recognizable for demonstrated success.	Substantial performance in excess of performance threshold. Easily recognizable as a core strength of the institution.

TABLE 2: REVIEWER SCORING GUIDE FOR COMPOSITE PERFORMANCE INDICATORS

Measurement of Acceptable Mission Fulfillment

The acceptable threshold for mission fulfillment is when each Mission Goal of the University Mission has been judged to meet the benchmark through one of the following:

❖ Demonstrated meeting the objective benchmarks through a direct quantitative assessment compared to a relevant threshold.
❖ Demonstrated meeting the objective benchmarks through a composite assessment score compared to a relevant threshold.
❖ Demonstrated implementation of successful strategy for improvement as evidenced by meeting a composite assessment benchmark of the relevant strategies.

STANDARD 1.B.1: CORE THEMES (i.e. Big Goals or Mission Goals)

The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

THE UNIVERSITY'S FOUR BIG GOALS

In its role as the flagship public university for the State of Utah, the University establishes and cultivates an environment that nurtures academic excellence in teaching and research, and serves as an economic, medical, scientific, social, and cultural resource for the greater Intermountain West. The University of Utah is a comprehensive research university with very high research activity, a School of Medicine, and four associated hospitals (currently providing more than $1 billion in health care services annually).

The Core Themes of the University are embodied in the University's *Four Goals* (or *Mission Goals*), which provide guidance for strategic planning, allocation of resources, and new initiatives for mission fulfillment. The *Four Goals* leverage the existing competencies that comprise our strategic advantage as a premier university in the Intermountain West. The *Four Goals* are:

1. Promote Student Success to Transform Lives
2. Develop and Transfer New Knowledge
3. Engage Communities to Improve Health and Quality of Life
4. Ensure Long-Term Viability of the University

MISSION GOAL 1: PROMOTE STUDENT SUCCESS TO TRANSFORM LIVES

DESCRIPTION

Student learning is at the center of Goal 1: learning that occurs in the classroom, through engaged learning experiences (or high impact programs), or through co-curricular activities (learning abroad, jobs on campus, student research, and community service). Table 3 illustrates the objectives, strategies, and performance indicators for Goal 1.

OBJECTIVES, PERFORMANCE INDICATORS, AND RATIONALE

Primary performance indicators of *promote student success to transform lives* include student records and statistics compiled from University records and IPEDS in comparison to peer institutions. Statistics, surveys, and rankings regarding student engagement are compiled by individual administrative and academic units and collected through the Office of Undergraduate Studies, the Graduate School. The Office of Engagement, and Student Affairs. These performance indicators and results are made publicly available through public websites. Benchmarking instruments such as the National Survey of Student Engagement (NSSE), are used to benchmark University performance with peer institutions. Overall trends in each performance indicator are collected, collated and published by University's Office of Budget and Institutional Analysis (OBIA). Performance indicator trends are used by individual departments, Colleges, the Office of Undergraduate Studies, the Graduate School, and the Division of Student Affairs to assess the University's progress in achieving each objective, and the level of mission fulfillment.

Improve Retention and Completion Rates

The focus on *improving retention and completion rates* is a direct response to assist the large fraction of University of Utah students who are married/in a committed relationship (43%), take a six month or longer leave of absence to serve as a missionary for their church, or for family reasons (18%) or are working more than 20 hours per week while attending University classes (51.5%). Strategies for *improving retention and completion rates* include online and hybrid coursework opportunities to eliminate bottleneck courses, strategic scheduling, support for learning communities, strategic use of financial aid, holistic admissions and recruitment, bridge advising, targeted support for diverse students, and student success and empowerment initiatives.

We analyze records of retention and completion rates using data tracked by the University's Office of Budget and Institutional Analysis. These data include six-year graduation rates, 1st year retention rates, degree completion rates, average credit hours attempted, academic preparation (e.g. composite ACT score of entering freshmen), financial aid awards, and diversity of the student body. These data products can be subdivided according to discipline, student high school location, family background, and diversity indicators.

Additional indicators include achievement scores on specialized accreditation exams, total number of peer mentors embedded in learning communities, number and type of contacts between students and advisors, student outcomes surveys, teaching/course evaluations, and student satisfaction surveys.

Student Engagement

The University seeks to provide a well-defined and purposeful educational experience, of significant duration or intensity, that offers sustained mentoring, deep inquiry into a specific field or practice, and a concentration of learning modes that enables students to develop their capacities for analysis, creativity, and constructive action. Strategies for improving access to these *student engagement* experiences include comprehensive university support for community-engaged learning, undergraduate research, learning communities, innovation and entrepreneurship experiences, service learning, internships and student leadership activities.

We assess the performance of *student engagement* through the total number of students participating in living and learning communities, or other cohort programs. We also track the retention rates and six-year graduation rates of individual Learning Communities to assess their performance. We compare retention, graduation, G.P.A. and engagement of those who live on campus as compared to students who live off campus. We measure our success by the number of available opportunities and the number of students engaged in at least one deeply-engaged learning experience, as measured by student enrollments in community-engaged learning opportunities, undergraduate research opportunities, exit surveys, and through the National Survey of Student Engagement (NSSE). Finally, we track the diversity of the student body as another indicator of performance.

These data products are compiled from institutional records and surveys collected by OBIA, the Office of General Education, and Student Affairs. Comprehensive inventories of student engagement activities are collected by the Office of Engagement, MUSE, UGS Portfolio team, and Student Affairs, and OBIA. The National Survey of Student Engagement (NSSE) provides a comprehensive comparison to peer institutions over a range of students and institutional indicators. These data are utilized to strengthen engagement opportunities across the University.

TOWARDS DIRECT STUDENT OUTCOMES ASSESSMENT

The current suite of performance indicators for *promote student success to transform lives* employs a number of indirect indicators, such as student engagement participation rates. These indirect measures have been historically used because:

a) they provide well defined measures that allow valid historical tracking of trends over extended periods

b) they have demonstrated strong correlation with key student success objectives such as student retention and degree completion rates, and can serve as a useful proxy for more direct outcomes assessment.

The development of a valid, direct student outcomes assessment applicable across the University is substantially more challenging, and requires substantial investment of faculty and staff time as well as an ongoing commitment of University resources. During the Year One Self Study, the University has established the *Learning Frameworks* initiative to develop valid, University-wide direct student outcomes assessment, and subsequently modify the current set of performance indicators of Mission Goal 1 to incorporate the *Learning*

Frameworks direct assessment performance indicators. The ongoing development of *Learning Frameworks,* and the status of additional direct and indirect assessments of student learning outcomes, are described in Appendix A.

MISSION GOAL 1		PERFORMANCE INDICATORS	THRESHOLD	RESULTS
Promote Student Success to Transform Lives		i. First-year retention rates ii. Six-year graduation rates iii. % first year student in Learning Community iv. % freshmen receiving financial aid v. Average freshmen composite ACT	i. >90%; improving ii. >70%; increasing 5-year trend iii. >50% iv. >70% v. 26; improving	1. 89% (2015); improving ii. 64% (2015); improving iii. 54% (2014) iv. 70.4% (2014) v. 24.7 (2015); improving
Objectives	**Strategies**	**Performance Indicators**		
A. Improve Retention and Completion Rates	Student Success Initiative (Enrollment, Scholarships, Scheduling)	i. % freshmen receiving financial aid ii. Student Pell Grants iii. Composite ACT score iv. First-year retention rates v. Six-year graduation rates		
	General Education Initiatives	i. First-year retention rates ii. Six-year graduation rates iii. Credit hours attempted iv. Teaching/course evaluations v. Specialized accreditation exams vi. Graduating student survey		
	Learning Communities	i. Learning community (LC) participation rate ii. First-year retention improvement in LC vs. non-LC iii. Student diversity		
	Student Success and Empowerment	i. Number of advising contacts ii. NSSE advising quality data iii. Advising survey		
B. Student Engagement	Community-Engaged Learning	i. Student HIP participation rates ii. CEL Rates iii. National Survey of Student Engagement iv. NSSE % service learning data		
	Undergraduate Research Opportunities	i. National Survey of Student Engagement ii. Published research iii. Survey: graduate school plans		

TABLE 3: OBJECTIVES, STRATEGIES, AND PERFORMANCE INDICATORS FOR GOAL 1: PROMOTE STUDENT SUCCESS TO TRANSFORM LIVES

MISSION GOAL 2: DEVELOP AND TRANSFER NEW KNOWLEDGE

DESCRIPTION

The U engages in cutting-edge teaching and research that fosters inter- and trans-disciplinary innovation, creativity, entrepreneurship, and knowledge and technology transfer. Research and creative activities are strongly linked to quality and success in both graduate and undergraduate education, as well as increased student engagement. Internationally recognized research and creative activities positively impact the local, regional, and national communities as well as create public understanding and appreciation for the benefits of public and private investment in the University of Utah. Technology development and transfer supports the creation of spin-off companies that create new job opportunities; breakthroughs in pharmaceuticals, medical devices, and health care approaches strongly enhance the health of members of the community. Creative activities in the humanities, arts, and athletics engage the community in events that foster new ideas, inspire the individual, and enhance the quality of life. Table 4 illustrates the four main objectives, strategies, and performance indicators for Goal 2.

OBJECTIVES, PERFORMANCE INDICATORS, AND RATIONALE

Primary performance indicators of *develop and transfer new knowledge* include graduate student/postdoctoral support and faculty research statistics compiled from University records and IPEDS in comparison to peer institutions. National databases are used to provide indicators associated with faculty and student fellowship, awards and research activity in comparison with peer institutions. Statistics, surveys, and rankings are compiled by individual administrative and academic units, and made publicly available through website dissemination. Overall trends are collected, collated and summarized by University's OBIA. Performance indicator trends are used by individual departments, Colleges, the Office of the Vice President for Research, and the Graduate School to assess the University's progress in achieving each objective, and the level of mission fulfillment.

Develop a dynamic, sustainable, creative and research environment for development and transfer of new knowledge

The University's objective to *develop a dynamic, sustainable, creative and research environment for development and transfer of new knowledge* centers upon the successful recruitment, proper support, and mentorship of faculty, students and staff working in creative and research activities. The University supports research and creative activities through comprehensive initiatives designed to provide dedicated resources to faculty, students, staff, and external collaborators to germinate and sustain these endeavors.

Indicators of the University's ability to attract and support top quality graduate and professional students includes levels of graduate stipends compared to peers and degree completion rates. The number of nationally competitive fellowship and research opportunities (e.g. NSF-GRFP, Fulbright), provides a strong indicator of the quality of first-year graduate students.

The University uses Academic Analytics to inventory creative and research indicators such as number and citations of refereed publications, books, grants, honors and awards, and

collaborative activities. The number and level of research awards per faculty FTE provides an indicator of the research productivity of the University compared to peer institutions. The University explores the diversity of grant sources as an additional measure of the ability of the University to attract long-term funding from a broad base of support.

Balance support for University's traditional creative and research strengths with planned growth in emerging disciplines

The University actively balances support for established strengths in research and creative activities with investment in new, emerging disciplines. The University seeks to develop both innovative approaches to long-standing academic problems as well as to support new, interdisciplinary approaches to solve multi-faceted problems involving elements of science and engineering, social science, humanities, natural resources, fine arts, business, health and medicine, and law.

The number and prestige of national faculty awards, the number of new appointments, and the number of named appointments measure the ability of the University to attract and retain top quality faculty members. The support of growth in new and emerging disciplines is measured by the number of grants and research clusters initiated through the Transformative Excellence Program.

Promote diversity of faculty and students in creative and research activities

The University places its strongest dedication to the provision of open access to the benefits of creative and research activities to all communities. This includes both the concept of enabling broad access of the benefits of undergraduate, graduate and professional education to the larger, diverse community, as well as increasing the diversity of the University's faculty and staff.

Faculty and student diversity are tracked through historical data from the University's OBIA records, as well as the number of domestic diverse student in the graduate application pool. The diversity of our university community is measured by the percentage of students who self--identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, or members of the Lesbian, Gay, Bisexual, Transgender, and Questioning community. Additional indicators of the increasing promotion of diversity in creative and research activities include the number and success of University Diversity student fellowships. The recruitment success of the SVPAA diversity hiring program provides evidence of the University's ability and commitment to improve diversity of University students and faculty.

Support economic and cultural development of State of Utah through transfer of knowledge

The most quantifiable measures of the beneficial impact related to transfer of knowledge from the University to the larger State population are associated with new technologies that lead to new industries and businesses that create jobs and improve quality of life. Additional measures of the level of support for this objective include the level of Technology Venture Commercialization (TVC) investments in technologies and creative works generated by University of Utah faculty and students.

The TVC Office keeps accurate records regarding number of technology disclosures, number of patents filed/awarded, number of technologies licensed, impact on State of Utah GDP, etc. These records provide reliable, accurate indicators of the impact of University creative and research activities on the local economy.

MISSION GOAL 2	PERFORMANCE INDICATORS	THRESHOLD	RESULTS
Develop and Transfer New Knowledge	i. Total graduate and professional degrees awarded ii. Research expenditures per faculty FTE iii. Number of patents & startups /yr. iv. Number of research awards per faculty FTE v. Number of Named appointments	i. vs. Pac-12 peer ii. vs. RU/VH peers iii. Increasing trend; >15/year iv. vs. Pac-12 peer (ratio >0.5; improving) v. Increasing	i. 95% (2014),99% (2015) ii. $198k vs.$252k (2014) $194k vs. $249k (2015) iii. 80 Patents (2015) 16 startups (2015) iv. 0.31 vs. 0.57, ratio 0.54 (2013); 0.45 vs. 0.68, ratio 0.66 (2014) v. 161(2012), 170(2013), 176(2014), 192(2015), 201(2016)

Objectives	Strategies	Performance Indicators
A. Develop a dynamic, sustainable, creative and research environment for development and transfer of new knowledge	Enhance support for graduate, professional, and postdoctoral education	i. Graduate stipends/peer ii. First-year retention rate iii. Six-year Ph.D. completion rates iv. Grad + prof degrees awarded
	Enhance national ranking of creative and research activities	i. Academic Analytic rankings ii. Faculty members' national recognition (five year) iii. Graduate fellowships and awards
	Improve faculty access to long term support for creative and research activities	i. Number research awards per faculty FTE ii. Research expenditures per faculty FTE iii. Total awards /yr.
B. Balance support for University's traditional creative and research strengths with planned growth in emerging disciplines	Recruitment and retention of top scholars	i. New faculty members ii. Number of named appointments iii. Faculty members' national recognition (five year)
	Transformative Excellence Program	i. Number of new creative/ research clusters ii. Number of depts/cluster; number of colleges/cluster
C. Promote diversity of faculty and students in creative and research activities	Graduate School diversity initiatives	i. Number of domestic diverse applicants ii. Percentage of diverse graduate and professional students iii. University Diversity scholarships
	SVPAA diversity hiring incentives	i. Percentage of diverse faculty members ii. Hiring incentive progress
D. Support economic and cultural development of State of Utah through transfer of knowledge	Technology Development	i. TVC seed investments ii. Number of patents
	Technology Transfer	i. Number of technology licenses ii. Number of startup companies iii. Licensing success of seed funded projects

TABLE 4: OBJECTIVES, STRATEGIES, AND PERFORMANCE INDICATORS FOR GOAL 2: DEVELOP AND TRANSFER NEW KNOWLEDGE

DESCRIPTION

The life and health of the University is intrinsically connected to the health and well-being of the community. Mutual partnerships between faculty and the residents of the city and state that advance research, service, and teaching are strengthened. Health Sciences at the University of Utah engages the community through the provision of health care from the local community to the broader Intermountain West region. Both regular and auxiliary (non-tenure) faculty are expected to engage with the community to provide this critical and beneficial link that helps lessen the distance between the University and the community in which it exists. As a consequence, the public perceives the University to be an active participant in the *Improvement in the Health and Quality of Life* of the community. Table 5 illustrates the Objectives, Strategies, and Typical Performance Indicators for Goal 3.

OBJECTIVES, PERFORMANCE INDICATORS, AND RATIONALE

Primary performance indicators of *engaging communities to improve health and quality of life* include student and public engagement statistics compiled from University records and IPEDS in comparison to peer institutions, reviews of outreach activities and health care quality provided by both internal and external reviews. Statistics, surveys, and rankings are compiled by the Office of Engagement as well as individual administrative and academic units, and made publicly available through website dissemination. Overall trends are collected, collated and summarized by University's OBIA.

Increase community engagement in U programs

A major component of the mission of the University of Utah is to serve the people of Utah through community engagement. Community engagement includes increasing broader community access to academic and university programs and resources. The University serves as a hub for educational pursuits from early childhood education through senior learners. The larger community increasingly interacts with the University by enrolling in stimulating, culturally-relevant, comprehensive and age-specific/developmentally appropriate educational opportunities. This includes credit, noncredit, and professional courses in a wide range of topics, from art to recreation to languages to technology. The UOnline initiative now provides wider availability of the U degree and certificate programs across the state, regional, national, and global communities. University of Utah Health Sciences engages the community through neighborhood clinics and outreach educational programs to encourage students within the K-12 system to pursue a degree in health sciences.

The Press Ganey composite inpatient and outpatient satisfaction scores for University Health Care are used as a performance indicator for health care satisfaction. Press Ganey Associates, Inc. is the industry's recognized leader in health care performance improvement, and their tracking of 10,000 health care organizations nationwide allows valid comparison with peer institutions. The performance of Health Science Inclusion and Outreach initiatives are judged by public participation rates. Community inclusion and outreach programs and the diversity of undergraduate students are served by these initiatives.

Increase engagement to general community

The University of Utah strategically supports initiatives that actively connect faculty, staff and students to members of the general public. These programs include initiatives in the Office of Engagement, the Bennion Center, cultural and athletic events, and engagement through museums, botanical gardens, and mass media.

Typical performance indicators for the Office of Engagement and the Bennion Center include student participation rates in various programs. These statistics provide a direct measure of the number of students affected by these programs. Additional indicators include the number of community service hours provided by the Bennion Center, number of Community-Engaged Learning (CEL) courses offered, and number of departments offering CEL courses. Performance is also measured by assessing the improvement in several standard indicators of college readiness for participating students. Database studies of the ACT scores from senior year in high school, college acceptance rates, FAFSA completion rates, and scholarship awards all provide standardized, rigorous indicators of the effectiveness of these strategies. These data products are all currently available through the Office of Engagement.

Additional performance indicators include customer satisfaction surveys and quality rankings performed by both internal and external entities. These statistics, surveys, and rankings are generally compiled by the administrative units hosting the enrichment programs, and are made publicly available through yearly performance reports and website dissemination. The Office of Engagement maintains an up-to-date database containing data and assessment for all K-12 engagement activities from programs across campus..

Quantitative evidence of community engagement in cultural and athletic events is measured by the number of individuals participating in these events, as well as number and broad scope of dissemination of U research and creative accomplishments through the University's media footprint (broadcast and web metrics). A strong indication of public involvement with the University is the number of donors to its museums, botanical gardens, athletics, University-based public radio and television stations and University entities that support arts and culture.

University faculty members are encouraged to be participants in their local and professional communities by contributing time and expertise. The percentage of tenure-line, career-line, and adjunct faculty who assist their local or professional community through teaching, research or service at least once a year will be used as a performance indicator. Faculty members regularly submit this information each calendar year through the Faculty Activity Report (FAR). These data are compiled and analyzed by OBIA.

Increase engagement to diverse communities

The University of Utah strategically supports multiple programs that actively connect diverse communities to the academic, medical, social, and cultural resources of the University. These programs include University Neighborhood Partners, and the Women's Enrollment Initiative. Performance indicators for University Neighborhood Partners (UNP) and Women's Enrollment Initiative include student participation rates and diversity. These

statistics provide a direct performance measure of the number of diverse students engaged by these programs. Additional performance measures include number of engaged community partners, pre- and post-program student survey results, and impact on community access to higher education.

MISSION GOAL 3		PERFORMANCE INDICATORS	THRESHOLD	RESULT
Engage Communities to Improve Health and Quality of Life		i. Online SCH per year, growth ii. Number of community members engaging in Continuing Ed. iii. U Health Care Patient Satisfaction	i. 90000; +4000/yr. ii. >14000 iii. >70% (referrals)	i. 106,964 (2015-16), +7662 from 2014-15 ii. 14,890 (2016) iii. 80% (2014), 75%(2015)
Objectives	**Strategies**	**Performance Indicators**		
A. Increase community engagement in U programs	**UOnline**	i. Online sections offered ii. Students taking at least one online course iii. Online Student Credit Hours (SCH) per year iv. UOnline program development/deployment		
	Continuing Education and Community Engagement	i. Number of community members engaged in Continuing Ed ii. CE Enrollment/CE students iii. Youth education enrollment growth iv. Osher Institute membership v. Osher course enrollment		
	U Health Care	i. Hospital & Clinical Uncompensated Care ii. Outpatient/ED visits/yr. iii. U Health Care Patient Satisfaction iv. Number of HSOIO programs supported		
B. Increase engagement to general community	**Office of Engagement**	i. K-12 participation in enrichment programs ii. K-12 college preparedness measures (ACT, FAFSA application rates, scholarships awards) iii. K-12 college acceptance rates		
	Bennion Community Service Center	i. Number of volunteers ii. Number of community service hours through Bennion Center		
	Broader community participation and engagement	i. Attendance at creative, athletic, and cultural events ii. Attendance at museums and outreach centers iii. Mass media reach iv. Donor support for broader community engagement		
C. Increase engagement to diverse communities	**University Neighborhood Partners**	i. Percentage of west-side residents connected through UNP ii. Number of UNP partners iii. UNP area educational impact		
	Women's Enrollment Initiative	i. Go Girlz Program participation ii. Pre-program/post-program surveys		

TABLE 5: OBJECTIVES, STRATEGIES, AND PERFORMANCE INDICATORS FOR GOAL 3: ENGAGE COMMUNITIES TO IMPROVE HEALTH AND QUALITY OF LIFE

MISSION GOAL 4: ENSURE LONG-TERM VIABILITY OF THE UNIVERSITY

DESCRIPTION

As a preeminent research and teaching university with national and global reach, the University of Utah has historically played a leading role in the economic, cultural, and social growth of the state of Utah and the Intermountain West. *Ensuring the long-term viability of the university* include a commitment to ensure that high quality educational, research, medical, and cultural resources of the University—degree programs, classroom, libraries, research laboratories and facilities, museums, performing arts and athletic programs and facilities—will be available to sustain and grow the community and region. These commitments underpin and sustain the long-term economic, social, physical, and cultural health of the region. Table 6 illustrates the Objectives, Strategies, and Typical Performance Indicators for Goal 4.

OBJECTIVES, PERFORMANCE INDICATORS, AND RATIONALE

Primary performance indicators of *Long-Term Viability* include financial statistics compiled from University records and IPEDS in comparison to peer institutions, reviews of faculty and academic programs provided by both internal and external reviews, and assessments of levels of compliance with university policies and procedures, and with local, state, and federal guidelines and requirements. Statistics, surveys, and rankings are compiled by the individual administrative and academic units, and made publicly available through website dissemination. Overall trends are collected, collated and summarized by University's OBIA.

Provide access to high quality, affordable education

In an era where baccalaureate degree costs and the concomitant student debt places unsustainable burdens on college students across the country, the University of Utah commits to continuing to provide one of the most affordable, highest quality educational experiences in the nation.

Performance indicators for access to high quality, affordable education include historical trends of state and federal support for student education and research, measures of student affordability for University education (tuition costs and local/federal scholarship availability), and amount of development (fundraising) success. Data for peer institutions are compiled from publicly available national surveys and databases. The broad availability of IPEDS data allows comparison of performance indicators with peer institutions.

Additional measures of sustainability of academic quality include clarity of administrative processes, uniformity and quality of faculty, staff, and academic program reviews, customer satisfaction surveys and quality rankings performed by both internal and external entities.

Sustainable Financial and Environmental Practices

Progress in reduction of environmental impact is assessed through a number of institutional and standard external indicators. These include LEED certification levels for new buildings, success of green campus/community initiatives, the Building Facility Condition Needs Index, Energy Utilization Index building surveys and STARS rating.

These national indicators are chosen to allow performance comparison with peer institutions.

Stewardship of Physical and Human Resources

Stewardship of physical facilities is measured through surveys ongoing success of various process improvement initiatives in the Office of Administrative Services. Examples of such surveys include university savings achieved through the Procure to Pay initiative, and risk reduction through Embedded Human Resources. Stewardship of human resources is assessed by the level of usage of HR management tools to promote best practices, as well as level of compliance with relevant local, state, and federal laws. These management tools include the University of Utah Performance Management (UUPM) system, including the level of use for yearly staff reviews, and the level of compliance with relevant state and federal legal requirements.

Long-Term Institutional Planning

Long-term institutional planning performance is assessed through trends in mission fulfillment indicated by composite university-wide dashboards compiled by OBIA. Performance is measured by the number and quality of data products available, ease of access for all members of the University community, and availability of on-demand planning tools. Additional performance indicators include administrative success in implementing initiatives for transformative excellence, budget and administrative transparency, campus master plan, information technology and security, and strategic investments and reallocation of university and college resources, and level of compliance with GASB. These performance measures are compiled by the relevant administrative and academic units, and are broadly disseminated through yearly budget reports and public websites.

Long-term Institutional planning of physical resources is assessed by quality of institutional surveys that measure the quality and suitability of physical infrastructure, and the match of the infrastructure to the needs of the University. These surveys include the availability of the updated Campus master plan and the quality and suitability of physical infrastructure as measured by the Building Facility Condition Needs Index.

MISSION GOAL 4	PERFORMANCE INDICATORS	THRESHOLD	RESULT
Ensure Long-Term Viability of the University	i. % Tuition and fees for full-time U grads vs. Pac-12 peer ii. Annual private donations to U iii. Energy Utilization Index (EUI) per square foot	i. < median public Pac-12 ii. $125 M/yr. iii. < 200; ongoing progress towards 2020 goal (160)	i. 71.9 % [in state]; 81.9% [out] (2015) ii. $209 M/yr. (2015). iii. 176 (2015); 171(2016)

Objectives	Strategies	Performance Indicators
A. Provide access to high quality, affordable education	Legislative advocacy	i. Average Cost/FTE ii. State funding/student iii. Mission-based funding
	Scholarship / financial aid office	i. % tuition and fees for full-time undergraduates vs. Pac-12 public ii. Average cost/FTE iii. Student debt upon graduation iv. Federal loan default rate
	Development	i. Capital campaign goal ii. Annual support iii. Number of alumni donors
	Graduate Council reviews (programs, CIB)	i. Review schedule compliance ii. CIB review process iii. Ongoing review process improvement
B. Sustainable financial and environmental practices	Sustainability Office	i. Building facility condition needs Index ii. Energy Utilization Index (EUI) per square foot iii. STARS rating
C. Stewardship of Physical and Human Resources	Office of Administrative services	i. Procure to Pay Savings ii. Risk reduction through Embedded Human Resources
	UUPM	i. Legal compliance ii. Yearly staff review compliance
	Faculty Review	i. Policy improvements
D. Long-Term Institutional Planning	OBIA	i. Availability of University dashboards ii. Availability of OBIA data iii. GASB Compliance
	Campus Master plan	i. Building facility condition needs index ii. Campus Master plan updates

TABLE 6: OBJECTIVES, STRATEGIES, AND PERFORMANCE INDICATORS FOR GOAL 4: ENSURE LONG-TERM VIABILITY OF THE UNIVERSITY

Conclusion

This 2016 Year One Self Evaluation Report builds upon the results of the University of Utah's 2015 Year Seven *Mission Fulfillment and Sustainability* Self-Evaluation Report to NWCCU. During the past Year, we have addressed all three recommendations of the 2015 Year Seven Peer Evaluation. In particular, we have

1) Revised the University mission statement to explicitly align the University's Four Goals with the Mission Statement. By incorporating the Four Goals explicitly into the University Mission statement, we have improved the University's ability to quantitatively measure and assess level of mission fulfillment. The new mission statement has been approved by the University Board of trustees and Board of Regents, and has been publicly posted to the University's web page.

2) Updated the outcomes results for each mission goal performance indicator, including updating the University dashboard webpages with the latest results.

3) Established the *Learning Frameworks* initiative to develop valid, University-wide direct student outcomes assessment. This initiative aims to modify the current set of performance indicators of Mission Goal 1 to incorporate a suite of valid, direct assessment performance indicators. The *Learning Frameworks* initiative, combined with ongoing direct assessment initiatives underway in the Office of Student Engagement and the Office of General Education, represent a substantial new investment in embedding student assessment and program improvement into every degree and certificate program across campus.

The University will identify and incorporate a suite of valid, direct measures of student outcomes into the mission performance indicators during the next two years. The University expects to provide an updated set of mission performance indicators and thresholds in the Fall 2018 Mid-Cycle Self-Evaluation report.

Development of the 2016 Year One Self Evaluation Report

THE FOLLOWING INDIVIDUALS FACILITATED THE WRITING OF THE 2016 YEAR ONE SELF EVALUATION REPORT

Dave Kieda, Dean, The Graduate School
Martha Bradley-Evans, Senior Associate Vice President for Undergraduate Studies
Ruth Watkins, Senior Vice President for Academic Affairs
Cathy Anderson, CFO & Associate Vice President for Budget and Planning
Ann Darling, Assistant Vice President, Undergraduate Studies, Co-Director Office of Learning Outcomes Assessment
Mark St. Andre, Assistant Dean, Undergraduate Studies, Co-Director Office of Learning Outcomes Assessment.
Stacy Ackerlind, Director for Assessment, Evaluation and Research; Special Assistant to Vice President for Student Affairs
Cary Lopez, Special Assistant to the Senior Vice President for Academic Affairs
Mark Winter, Director, Institutional Data Management & Analysis
Mike Martineau, Director, Institutional Analysis

Appendix A: Year One Development of Learning Outcomes Assessment

The University of Utah has made progress on learning outcomes assessment during Year One in the following areas:

1. Departmental/Program Learning Outcome Assessment

All programs at the University have previously published faculty-approved learning outcomes on the learningoutcomes.utah.edu web site. In the Fall of 2015, the Office of Learning Outcome Assessment (LOA) began working with departments in the College of Social and Behavioral Sciences (CSBS) to develop assessment plans for their program level learning outcomes. LOA has created a web site (http://ugs.utah.edu/learning-outcomes-assessment) with tools for developing and implementing plans to assess learning outcomes. After one year of working with CSBS and developing a web site and materials, LOA has now begin work with other colleges and departments/programs.

The University is acquiring tools to make the collection of artifacts for learning outcomes assessment more seamless for departments. In the Summer of 2016 the University of Utah completed an RFP process for a new curriculum management (CM) tool, and selected Kuali Student. One of the criteria of the RFP was a requirement that the tool allow the collection and attachment of student artifacts to courses as evidence of accomplishment of learning outcomes. The CM will be able to handle any number of categories of learning outcomes, whether they are departmental, General Education, or University-level outcomes.

Another related requirement was that the new CM be able to connect to our course management system (Canvas by Instructure), so that student artifacts from course assignments could be automatically imported from Canvas for assessment purposes. All of these systems will be tested and then implemented during the upcoming academic year. Our goal is to have all departments' able to use the new CM and all of the related learning outcomes features by the end of this academic year so they can integrate that functionality with their assessment plans.

 In the fall of 2016, LOA also met with all of the departments/programs that are going through their seven-year Graduate Council program reviews during the 2016-17 academic year. The purpose of these meetings was to let these programs know about the services and resources the Office of LOA is providing, and to let them know that the requirements related to learning outcomes assessment in the Graduate Council program reviews has changed to include direct assessment of learning outcomes.

2. Senate Policy Language on Seven-Year Program Reviews

In 2016 the Senate appointed a committee to draft policy language that would guide learning outcome assessment in all programs. Part of that policy will be that the seven-year program review process, which is required for all programs, contains a comprehensive assessment of the program's learning outcomes. In anticipation of this policy update, in the spring of 2016 the Graduate School and the Office of Learning Outcomes Assessment worked together to update the guidelines (which we call the "Red Book") on seven-year program reviews so that the new learning outcomes assessment will be implemented by programs going through their reviews this upcoming academic year. We expect the new

policy language to move through the approval process during the fall of 2016. In the summer of 2016 the Office of Learning Outcomes Assessment began to work with several of these programs, Biology and School of Computing, to discuss the new learning outcomes requirement and help them develop plans to assess, as LOA has done with the departments in CSBS.

3. Office of Undergraduate Studies: General Education
The Office of General Education in Undergraduate Studies has continued their practice of assessing two of their fifteen Essential Learning Outcomes each year. During Spring 2016 they collected 164 student artifacts from 41 of the General Education courses that identified either *Intercultural Knowledge and Competence* or *Quantitative Literacy* – the two learning outcomes that were being assessed. A random selection of 80 of these artifacts were then scored by members of the General Education Curriculum Committee using the appropriate learning outcome rubric from the American Association of Colleges and Universities (AAC&U).

We are learning several important lessons from these annual assessments. The first is that we need to be more specific about the types of assignments that should be used to measure the accomplishment of the learning outcomes. The second lesson is one we realized last year but continue to be reminded of, which is that learning how to implement the rubrics for each of the outcomes is a process. This is why we plan to continue our practice of repeating the assessment of one of our learning outcomes each year: each assessment cycle includes the assessment of a new learning outcome we haven't done before, and one that we have.

During the Spring 2016 assessment we examined Quantitative Literacy for a second time and we were glad to see that our inter-rater reliability increased from a range that was in the high 0.30's for the five criteria, to the low 0.80's. This means that we are beginning to have real agreement on what we mean by the accomplishment of Quantitative Literacy in our assignments and that our process of repeating assessments of learning outcomes is paying off.

2. Office of Undergraduate Studies Three Goals: Learning Communities, Student Success, and Engaged Learning
The Office of Undergraduate Studies, which has influence over the educational experiences of all students on campus, has developed assessment approaches for each of Undergraduate Studies' three goals: to engage every first year student in learning communities; to support student success; and to guarantee each student has the opportunity to participate in at least one deeply engaged learning experience (high impact programs). These assessment approaches, which will include participation data, electronic portfolio assessment, and secondary readings of assignments and reflections, will interact with and inform the overall assessment of the Learning Framework model.

Details:
The UGS Assessment plan is centered on three elements in the Utah Pledge which we make to undergraduate students: "We pledge to help you graduate with the support of learning communities, mentors and advisors, financial guidance, and deeply engaged learning experiences." The assessment approaches were developed by Three UGS Portfolio teams collaboratively, resulting in assessment approaches appropriate to their area of

expertise. The assessment plans and annual results will be deposited annually in the repository located on the UGS Office of Learning Assessment webpage.

Learning Communities:
The learning community team worked with the definition: a learning community is "A community where integration of learning involves students with 'big questions' that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors." The team identified three key learning outcomes which will be measured by each LC:

- Intellectual Connections: Measures student capacity for making connections among disciplines, experiences, perspectives, etc.
- Reflection/Self-Assessment Connections: Develops student ability to self-assess (e.g., introspection, directional learning, self-authorship).
- Community Connections: Anchoring students to campus and community, e.g., feeling they belong, knowledge of where to find resources, etc.

Many LC's have already been engaging their students in making connections in all three dimensions but in the future this framework will help us to measure the learning that occurs in all LC's around these issues. For example, in the LEAP program this assessment will be completed through assignments built into existing syllabi in LEAP sections and through Skyfactor, a survey tool that the LEAP program has used to assess classroom experience and curriculum outcomes which measure sense of belonging and connections to other disciplines and intellectual growth.

Support for Student Success:
The Student Success Portfolio Team developed the following definition of student success: "Student success at the University of Utah manifests in students who emerge from the institution with a demonstrated capacity for:

- Developing a sense of purpose that empowers and nurtures their capacity to live productively.
- Committing to the human and global community and the creation of a better world.
- Achieving personal growth in many areas, including intellectual advancement, practical skills for living, and emotional development.
- Developing academic and personal goals that may include accomplishing a degree in a timely manner.
- Demonstrating empathy and respect towards others.
- Valuing tangible and intangible elements of life.
- Increasing their access to opportunities.

These outcomes are nurtured through students' engagement in meaningful learning experiences with educators and organizations in the Office of Undergraduate Studies. The team developed the following goals which will be measured by a combination of qualitative and quantitative data. Learning outcomes assessment will be housed in the UGS LO repository. Progress on each of these goals will be reflected in the UGS Budget Narrative and will be shared on the UGS website.

- Establish a regular session where students can talk directly to a small group of

University faculty and professionals about whatever is on their minds.

- Every student will annually discuss with an academic advisor, student success advocate, or other University agent how they are engaging in academics, campus life, community and self-development.
- Undergraduate Studies will identity key campus partners to co-develop new initiatives or reinvent or modify current programs, processes, or policies to remove barriers for students.
- Increase involvement in our academic community by providing opportunities to engage for students at U of U off-site locations and online.

Deeply Engaged Learning Experiences:

The Deeply Engaged Learning Experiences Portfolio Team worked with the definition of a deeply engaged learning experience as follows: "A well-defined and purposeful educational experience, of significant duration or intensity, that offers sustained mentoring, deep inquiry into a specific field or practice, and a concentration of learning modes that enable students to develop their capacities for analysis, creativity, and constructive action." We will assess these experiences in the following programs: Beacon Scholars; Bennion Center; Capstone Initiative; Continuing Education and Community Outreach; Honors College; MUSE; and Undergraduate Research. The team identified three categories for learning outcomes:

- Analysis, includes processes of inquiry; use of appropriate methods to answer questions; examining the parts of a whole to understand them separately
- Creativity, includes problem-solving; navigating complexities; flexibility; comfortable with uncertainty; managing change effectively
- Constructive action, includes projects, products; taking what you have learned and effecting change; reflection; collaboration

In addition, the team inventoried where these activities are occurring. Each program will develop its own survey and method of gathering feedback about these three learning outcomes and submit it at the end of each semester into the assessment repository.

Each of the identified programs was invited to share their current learning outcomes assessment plan and/or develop one by answering the following questions: (1) What are your learning outcomes, and how are they aligned with the categories of analysis, creativity, and constructive action?; (2) What are your procedures for data collection, analysis, and reporting?; and (3) How does the data inform change?

Bennion Center

List of learning outcomes:

> • Identify and utilize relevant previous work that supports community engagement and civic competencies (analysis)
> • Develop a collaborative community engagement project (creativity/ constructive action)
> • Identify and defend civic competencies (analysis)
> • Work collaboratively with other students, faculty, and community partners demonstrating effective communication and problem-solving skills (creativity)
> • Present/defend the community engagement project effectively in a written

publication (constructive action)
• Reflect constructively on the CE experience, identify what happened, why it's important, what comes next (What? So What? Now What?) (analysis/ constructive action)

Data collection, analysis, and reporting:

Portfolio, defense, reflective narrative/video

How does the data inform change?:

Data is continuously evaluated to make adjustments to Bennion Center programming including work with community partners. Also the BC reports community impacts.

Honors Praxis Labs

List of learning outcomes:

• Identify and utilize previous research on a complex social issue (analysis)
• Develop multiple disciplinary approaches to analyze the issue (analysis)
• Collaboratively identify and review relevant actionable local issues (creativity/constructive action)
• Collaboratively design and implement a project that addresses a need in the community
(creativity/constructive action)
• Present the research in a written publication and in multiple presentations on campus and in the community (creativity/constructive action)

Data collection, analysis, and reporting:

Student and faculty assessment/self reports

How does the data inform change?:

We continuously (annually) review the Praxis Lab program.

Office of Undergraduate Research

List of learning outcomes:

• Identify and utilize relevant previous work that supports their research (analysis)
• Articulate a timely and important research question or creative objective (analysis)
• Identify and utilize appropriate methodologies to address the research question or creative objective (analysis)
• Meet the relevant field's standards for the responsible conduct of research, and effectively navigate challenges that arise in the research process (analysis)
• Work collaboratively with other researchers, demonstrating effective communication and problem-solving skills (creativity)

• Present the research effectively in a conference setting and a written publication (constructive action)

• Reflect constructively on their research experience, identifying what was learned, personal strengths and opportunities for growth, and how the experience informs their future educational and career goals (constructive action)

Data collection, analysis, and reporting:

Student Self-Report - As a condition of acceptance of the Undergraduate Research Opportunities program (UROP) award, a small grant, or a travel grant, students agree to complete an online 'final report' of the experience. They are asked to indicate the extent to which they agree that their undergraduate research experience has helped them to meet each of the learning outcomes. Response options are:

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

In addition, students who apply for the Undergraduate Research Scholar Designation (usually in their final semester before graduation) are asked to indicate the extent to which they agree that their undergraduate research experience has helped them to meet each of the learning outcomes. Faculty Mentor Report - Faculty mentors are also asked to complete a final report; they are asked to indicate the extent to which they agree that "through participation in UROP this semester under your mentorship", the student has met each of the learning outcomes. We calculate proportion 'agree' scores for each of our learning outcomes. These are available on our web site: http://our.utah.edu/about-our/learning-outcomes/.

How does the data inform change?:

We use the data in our annual program review process to determine the extent to which students involved in these programs achieve our learning outcomes. To the extent that students do not meet the learning outcomes, we adjust our programs accordingly. By virtue of asking students and their faculty mentors to interact with our learning outcomes via the final reports detailed above, we enjoy the additional benefit of communicating our values and goals as an office to our stakeholders. Thus, the learning outcomes assessment process in and of itself has the ability to effect positive change.

MUSE

List of learning outcomes:

• Students improve their skills at critical analysis of texts, lectures, and performances.

Students encounter these forms of discourse through our annual MUSE Theme Year text, for which we hold student book-group discussions; our MUSE Lunchtime Lectures and other sponsored presentations; and attendance at performances and exhibits offered through our MUSE Nights Out program.

• Students increase their capacity for self-reflection, for attention to their inner life, and for analysis of their unique experience.

• Students create new social skills and develop their capacities for community building and for establishing personal networks. These opportunities are available through a variety of MUSE events that connect students with individual members of our faculty, community leaders, and distinguished national guests. Video and design contests have also provided a stimulus to artistic creativity.

• Students participate in engaged ways in the life of the campus and the broader community. MUSE opportunities encourage constructive action in the intellectual life of the University, such as facilitating student book discussion groups, participating in Q&A conversations with distinguished lecturers, and presenting papers at conferences. MUSE Internships also engage students in constructive action in professional offices across campus. Our MUSE Theme Year events have proven to be a rich opportunity for students to engage with younger students in the local community.

Data collection, analysis, and reporting:

• MUSE keeps accurate records of the number of students who participate in each of our events. We have also conducted, in each of the last two years, an inventory of student involvement in engaged learning opportunities offered by all campus offices.

• We learn through ongoing conversations with students about their experience of MUSE events and through asking them to reflect on these opportunities in writing.

• We ask for mentor and intern evaluations for all MUSE Internships.

How does the data inform change?:

As an office, MUSE is engaged in a sustained way in evaluating our programming Based student responses. This is an active and ongoing effort.

FLEXU Intensive Courses
Working with associated academic departments concerning the
classification of FLEXU intensive courses as deeply engaged learning experiences.

Beacon Scholars
Draft learning outcomes are in progress and will be completed during the summer 2016 semester. Over the course of the 2016-17 academic year we will work on data measures for these outcomes. Learning outcome data will be used to drive program decisions. Results will help us know where to focus or rework curriculum. Individual student data will help drive staff coaching and more intentional interventions to ensure student progress and success.

Capstone
During the AACU conference on assessment held in New Orleans in
February, examples of assessment criteria and processes were presented from a broad
range of institutions and programs. These ranged from collaborative, interdisciplinary
capstone courses to capstones for language majors and chemistry. In June, the Director of
Capstone Programs at Portland State along with some of her colleagues is hosting Stephen
during their capstone fair. The goal is to bring back wisdom from their 20-years of
experience in assessing capstones and adapt the knowledge from both of these experiences
to our program.

Our goal is to meet with all programs going through their program reviews this year before
the end of the first month of the academic year so they are aware of the requirements as
they begin to plan for their reviews.

5. The Learning Framework
In Spring 2016, the Senior Vice President asked a committee of students, faculty, staff of the
University to develop recommendations for how to implement a university-wide
assessment of learning outcomes. This committee recommended the creation of a tool we
are calling the Learning Framework.

The Learning Framework is a set of expectations that the University has for students and
that students make meaning of themselves during their time at the University. The Four
Learning Framework principles

- Community
- Transformation
- Knowledge & Skills
- Impact.

are directly supportive of the four University mission goals

- Promote Student Success to Transform Lives
- Develop and Transfer New Knowledge
- Engage Communities to Improve Health and Quality of Life
- Ensure Long-Term Viability of the University

Students, along with their advisers, will fill the Learning Framework with plans to take
courses, majors, minors, co- and extracurricular experiences, and more to fulfill the four
principles.
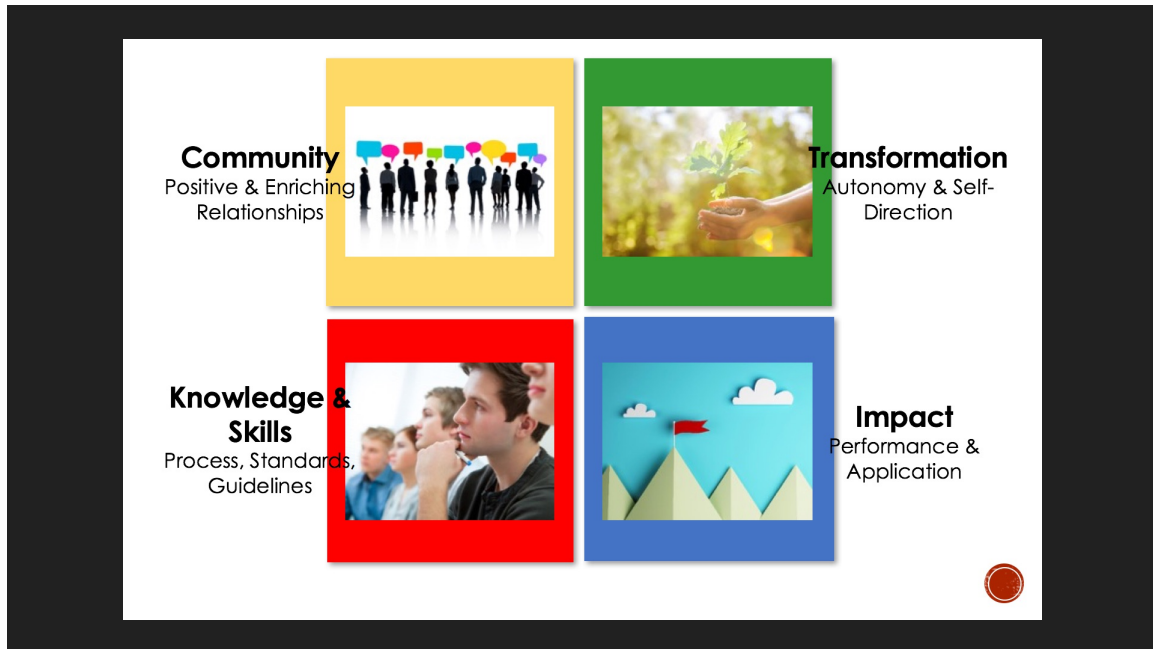
Details:

During the 2015 year seven Northwest Commission on Colleges and Universities accreditation report, the U received recognition for the learning outcomes we strive to achieve with our students and the many processes we have implemented that evaluate student learning, specifically with regards to our General Education courses. To complement and complete this assessment agenda, we have been asked to *design and implement an overarching assessment of learning outcomes applicable to every U baccalaureate degree earner.* This charge was given to a working group chaired by Jim Agutter (Assoc. Prof., School of Architecture and Metropolitan Planning) in Spring of 2016. The working group met over Spring of 2016 in a series of 1-hour meetings and brainstormed answers to the following questions:

1. Have to know **why** we are measuring. (Philosophy & Need)
2. Need to know **who** we are measuring. (People)
3. Need to know **what** we are measuring.   (Data)
4. Need to know **how** we are measuring. (Method)
5. Need to know how it **fits** into the system. (Implementation & Adoption)

Several opportunities were identified, including senior capstone projects, improving the way we capture data on our current metrics, and development of a learning framework. The *learning framework* consists of a set of learning expectations that we have articulated for students. Students, then, are given a set of tools that they can use to individualize their experiences with those expectations. It is intended to build opportunities for critical reflection. Through gamification, portfolio development, and/or transcripted learning outcomes, the learning framework will be designed to engage the student in developing a *sense of purpose*.

The Learning Framework is being developed during summer 2016 and will be piloted with students beginning in fall 2016.