



# The University of Utah

## **Mid-Cycle Self-Evaluation Report**

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

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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](mailto:dean@gradschool.utah.edu)

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## **Institutional Overview**

The University of Utah (“the U”), 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 83 among the world’s top research universities and is number 48 among the top research universities in the nation (Center for World University Ranking, 2018). The U offers 134 undergraduate majors and 203 graduate degree programs, including professional programs in medicine, dentistry, nursing, law, and business. Students at the U can also choose from 102 minors and 75 certificates, as well as interdisciplinary degree programs designed to prepare students for a 21st century world. Total student enrollment exceeds 32,700 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 Sciences, Engineering, and Medicine. 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 the Intermountain West 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 entrepreneurship; 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 innovation found across campus and in classrooms. The U is ranked among the 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.

Over the past five years, the University has made substantial improvement in the fulfillment of its institutional mission under the leadership of Senior Vice President of Academic Affairs Dr. Ruth V. Watkins. Institutional progress has been made through a broad, comprehensive effort involving members from across the campus community. A driving force behind the success has been the identification of strategic priorities and the development of a set of transparent metrics to track institutional progress. The success of the efforts is documented in the University's [\*2018 Student Success Annual Report "Clearing the Path"\*](#) as well as in this 2018 Mid-Cycle Self-Evaluation to NWCCU. Since April 2018, Dr. Ruth V. Watkins is building upon this progress through her new leadership position as President of the University. President Watkins has recently established an ambitious goal of reinventing the "University of Utah" as the "University for Utah." In support of this vision, this Mid-Cycle Self Evaluation report to NWCCU describes an updated Institutional Assessment Framework for supporting the continuous improvement of the lives and well-being of our students, faculty and staff, and community members from our broader state and intermountain regions.



## Accreditation Reporting History

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 (see [http://accreditation.utah.edu/wp-content/uploads/2016/02/1720\\_0011.pdf](http://accreditation.utah.edu/wp-content/uploads/2016/02/1720_0011.pdf)). These recommendations included :

- 1) The realignment of the University Mission with the University's Core themes and Big Goals,
- 2) The allocation of financial resources for measurable, direct student learning outcomes, and
- 3) The implementation of a comprehensive student learning assessment plan, and embedding this assessment plan into the University's institutional plan for continuous improvement.

On January 29, 2016, the [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 it 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. The 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.

The University of Utah initiated its 2016-2023 accreditation cycle with the submission of the University's [2016 Year One Self-Evaluation Report](#) to the NWCCU on September 15, 2016. This report documented recent updates to the University Mission and the University's Four Core Themes. The self-study documented the objectives, performance indicators and thresholds for each core theme, and it affirmed the definition of mission fulfillment. The 2016 self-study also documented University initiatives associated with addressing Recommendation 1 of the 2015 Year Seven Peer Evaluation Report, and also provided documentation of ongoing University initiatives implemented to address Recommendations 2 and 3 of the 2015 Peer Evaluation Report. On February 1, 2017, the [NWCCU notified the University of Utah](#) that the Commission had determined the University had satisfied the Commissioner's expectations regarding Recommendation 1 of the Fall 2015 Peer Evaluation Report.

The University of Utah is pleased to submit this Mid-Cycle Self Evaluation Report to the NWCCU as the next stage of the 2016-2023 accreditation cycle. In accordance with NWCCU guidelines, this self-study evaluates the University's Institutional Assessment Plan, and it provides two examples of the use of the Assessment Plan to drive continuous improvement in mission fulfillment. This report concludes with a self-assessment of priorities and initiatives to be undertaken in anticipation of the University's upcoming Year Seven Mission Fulfillment and

Sustainability Self-Study and Evaluation (Fall 2022). In a separate section of this document, we provide the University's response to Recommendations 2 and 3 of the 2015 Peer Evaluation Report, as requested in the [NWCCU's 2016 Notification of Accreditation](#).

## **Brief Update on Institutional Changes since the 2016 Year One Self-Evaluation**

### *Policy Changes*

The following policy changes have been implemented since August 1, 2016:

1. Revision and Updating of the Association of Students at the University of Utah (ASUU) constitution and Bylaws (11/8/2016)#.
2. Revision of the University Policies 5-200 (Leaves of Absence, Health Related), 5-201 (Leaves of Absence, non-Health Related), and Policy 5-302 (Retirement Programs) (12/13/2016)\*.
3. Revision of University Policy 6-321 to update the Tenured Faculty Review Process (2/14/2017)\*.
4. Realignment and Revisions to the University Discrimination and Sexual Misconduct Policies (2/14/2017)#.
5. Creation of University Policy 6-420 to formalize university-wide procedures for coordination of Scholarship, Grant, Fellowship, Tuition Wavier, and other forms of financial aid (4/11/2017)\*.
6. Revision of University Policy 6-100 to provide students with timely information about essential course content (4/11/2017)\*.
7. Revision of University Policy 6-001 to implement uniform mandatory. Learning Outcomes Assessment requirements and reporting requirements, and integrate LOA as an integral part of the management and administration of curricula across the University. (4/11/2017)\*
8. Creation of University Policy 6-500 regarding University-wide coordination of curriculum administration (6/14/2017)\*.
9. Revision to University Policy 3-300 to reflect changes in the name of the Radiological Health Department to Radiation Safety (8/8/2017)\*.
10. Revisions to University Policy 5-130 regarding criminal background check requirements and procedures for University Employees (10/10/2017)\*.
11. Revisions to University Policy 6-406 regarding Special Student Course fees (10/10/2017)\*, (5/8/2018)\*.
12. Creation of University Policy 1-020 replacing existing Policy 5-107 regarding professional boundaries in relationships (5/8/2018)\*.
13. Elimination of University Policy 3-042 regarding University self-insurance pools (5/8/2018)\*.
14. Housekeeping revisions to University Policy 6-002 regarding the structure and operation of the Academic Senate (5/8/2018)\*.
15. Revision of University Policy 6-401 and creation of University Policy 6-408 to reflect changes in the organization and management of student organizations (5/8/2018)\*.

*\*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 1.1 lists significant campus leadership appointments since August 1, 2016.

Significant Campus Leadership Appointments	Appointee	Previous Institution
President	Dr. Ruth Watkins	University of Utah
Senior Vice President for Academic Affairs	Dr. Daniel Reed	University of Iowa
Senior Vice President for Health Sciences and Dean of the School of Medicine	Dr. Michael Good	University of Florida
Interim Associate Vice President for Faculty	Dr. Harriet Hopf	University of Utah
Interim Dean of Nursing	Dr. Barbara Wilson	University of Utah
Dean of Fine Arts and Associate Vice President for the Arts	Dr. John Scheib	University of Kentucky
Dean of Humanities	Dr. Stuart Culver	University of Utah
Associate Vice President for Academic Affairs and Education School of Medicine	Dr. Wyatt Hume	University of Utah
Dean, College of Social Work	Dr. Martell Teasley	University of Texas at San Antonio
Dean, College of Education	Dr. Elaine Clark	University of Utah
Interim Chief Global Officer	Dr. Chris Ireland	University of Utah
Dean of Students, Utah Asia Campus	Dr. Randall McCrillis	University of Colorado Boulder
Chief Academic Officer, Utah Asia Campus	Dr. Charles Kent	University of Utah
Interim Chief Financial Officer, Health Sciences	Charlton Park	University of Utah
Director, Communications	Chris Nelson	University of Utah
Chief Design and Construction Officer	Robin Burr	Kaiser Permanente
Interim Vice President and Chief General Counsel	Phyllis Vetter	University of Utah
Interim Chief Sustainability Officer	Dr. Keith Diaz-Moore	University of Utah
Director of Athletics	Mark Harlan	University of South Florida
Associate Vice President and Executive Director of Technology & Commercialization	Dr. Keith Marmor	SG3 Ventures/University of Pennsylvania
Executive Director, Alumni Association	Todd Andrews	Brown University

Table 1.1: Significant Campus Leadership Appointments since August 1, 2016

### Minor Changes in Program Offerings

Since the 2016 Year One 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 that offer 50% or more program content through online/distance delivery. All changes through September 21, 2018 have been submitted as minor changes to the 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.

## Part I: Overview of Institutional Assessment Plan

Assessment of institutional initiatives is conducted at multiple levels at the University of Utah, using systematic and evidence-based practices. University-wide assessment is undertaken through multiple committees and offices embedded at the University, College, and departmental levels, guided by senior leadership, the President and the two senior Vice Presidents, and disseminated through the campus dashboard (see [www.obia.utah.edu/dm/universitystrategy/](http://www.obia.utah.edu/dm/universitystrategy/)).

### Offices and Committee Assignments for Assessment of Mission Fulfillment

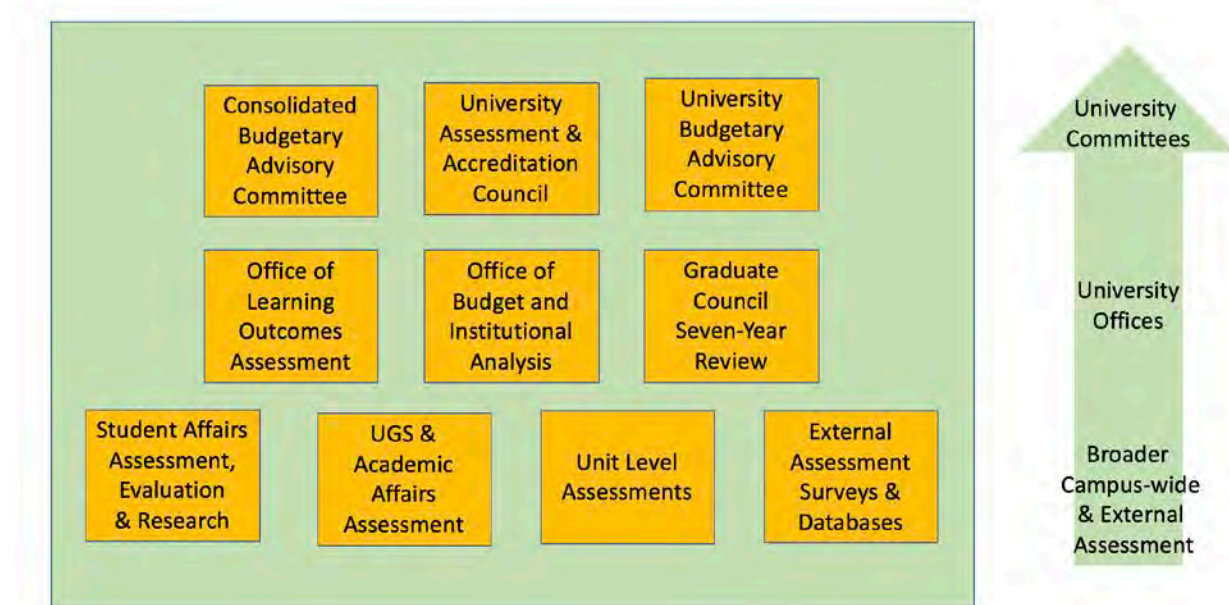


Figure 1.1: Offices and Committees at the University which are Involved in the Assessment of Mission Fulfillment.

**Three top-level committees review the assessment data from the University Offices, broader campus-wide units, and external assessment datasets and surveys. These three committees provide strategic leadership and budgetary prioritization of mission fulfillment.**

#### *Campus Budget Advisory Committee (CBAC)*

CBAC reviews annual reports from each college that reports to the Senior Vice President for Academic Affairs (SVPAA). These reports outline college priorities, the use of resources to advance priorities, and strategies that the college proposes to strengthen its profile and / or promote student success. CBAC members are also asked to attend budget meetings with each college and offer input and advice to the SVPAA on (a) resource requests made by the colleges, and (b) strategies and tactics that can assist the college in advancing academic priorities and financial vitality. This process is beneficial in increasing knowledge of shared priorities around the campus, engaging support toward shared goals, and improving decision-making and transparency on resource generation and use.

The membership of CBAC is selected by the SVPAA, and includes key members of the senior administration, college deans, the President of the Academic Senate, senior faculty, and senior staff leaders from across the University.

### *University Assessment and Accreditation Council*

The University Assessment and Accreditation Council (UAAC) is charged with coordinating decentralized assessment efforts and ensuring that assessment is linked to mission fulfillment and the University's Four Big Goals<sup>1</sup>. The council membership includes Cathy Anderson (CFO & Associate Vice President for Budget and Planning), Stacy Ackerlind (Director for Assessment, Evaluation and Research; Special Assistant to Vice President for Student Affairs), Mark St. Andre (Associate Dean, Undergraduate Studies, Co-Director Office of Learning Outcomes Assessment), Mike Martineau (Director, Institutional Analysis), and Mark Winter (Executive Director, Office of Budget & Institutional Analysis) along with academic leadership provided by Dave Kieda (Dean of the Graduate School, ALO), Martha Bradley-Evans (Senior Associate Vice President for Academic Affairs; Dean, Undergraduate Studies), and Ann Darling (Assistant Vice President, Undergraduate Studies, Co-Director Office of Learning Outcomes Assessment). This Council provides data at requested intervals related to assessment indicators. The University Assessment and Accreditation Council maintains the Institutional Assessment Plan, and it periodically evaluates and updates the University's objectives for each core theme, strategies for achieving the objectives, performance indicators and thresholds for mission fulfillment. The UAAC works with the Office of Budget & Institutional Analysis (OBIA) to modify the institutional assessment surveys and databases, and update the dashboard indicators, as necessary.

### *University Budget Advisory Committee (UBAC)*

UBAC reviews annual reports from the Vice Presidents (VPs) of divisions that report to the President of the University. These reports outline the division's priorities, the use of resources to advance priorities, and strategies that the division would like to employ to strengthen its goals in support of the University mission. UBAC members are also asked to attend budget meetings with each SVP and offer input and advice to the President on (a) resource requests made by the division, and (b) strategies and tactics that can assist the division in advancing the division's priorities in support of the University mission. This process is beneficial in increasing knowledge of shared priorities around the campus, engaging support toward shared goals, and improving decision-making and transparency on resource generation and use.

The membership of UBAC is selected by the President of the University, and includes key members of the senior administration, academic deans, the President of the Academic Senate, senior faculty, and senior staff leaders from across the University.

**At the university level three independent offices are responsible for supporting comprehensive assessment of each university unit. These offices provide structure and support to academic program assessment as well as a repository for university-wide assessment and evaluation data.**

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<sup>1</sup> In this Self Study, we will refer to the University's Core Themes as the "Four Goals" or "Goals". The University's Four Goals are: *Develop and Transfer New Knowledge*, *Promote Student Success to Change Lives*, *Engage Communities to Improve Health and Quality of Life*, and *Ensure Long-Term Viability of the University*. See <https://president.utah.edu/universitystrategy/>.

### *Office of Learning Outcomes Assessment*

The Office of Learning Outcomes Assessment (LOA; [ugs.utah.edu/learning-outcomes-assessment/index.php](https://ugs.utah.edu/learning-outcomes-assessment/index.php)) works with colleges and departments to develop learning outcomes assessment plans and provide resources for collecting, analyzing and reporting data. This allows the University to document students' attainment of targeted learning outcomes and to use this data to improve programs. Each fall, the LOA meets with all of the departments/programs that will go through their seven-year Graduate Council program reviews during the academic year. The purpose of these meetings is to inform programs about the services and resources of the Office of LOA, and to assist them in including the direct assessment of learning outcomes requirement for the learning outcomes assessment section of their Graduate Council program self-study.

The LOA website provides a description of the assessment cycle, assessment tools, an [assessment plan template](#), and examples of best practices. These tools help departments and programs as they [write learning outcomes](#), [identify](#), [collect](#) and [analyze](#) evidence, [write](#) reports, and make decisions about their programs based on their findings. LOA also maintains the [University Database](#) of Expected Learning Outcomes and Outcomes assessment plans for every academic program on campus.

The LOA also coordinates ongoing learning assessment activities of the Office of General Education in Undergraduate Studies. This office 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 include participation data, electronic portfolio assessment, and secondary readings of assignments and reflections, interact with and inform the overall assessment of the University's Learning Framework model. The Learning Framework, developed in response to the NWCCU Commissioner's 2016 Recommendation 3 following the 2015 Year Seven Peer Evaluation report, establishes a set of conceptual learning categories that were derived from a year-long conversation with faculty, staff, administration and students. Rightfully, the model reflects the Four Goals of the University and enables the University to examine the degree to which those goals permeate the educational experiences of its students. Since Fall Semester 2016, the University has been piloting and embedding the framework in academic advising and department and program curriculum revisions.

### *Office of Budget and Institutional Analysis (OBIA)*

The Office of Budget and Institutional Analysis (OBIA; [www.obia.utah.edu](http://www.obia.utah.edu)) is the official source of information for the University of Utah and is primarily responsible for institutional-level data collection, analysis, reporting and presentation. The activities of OBIA provide the core resource for the University's assessment of mission fulfillment; this core role is reflected in its central position in Figure 1.1. Specifically, this office processes data related to retention, graduation, enrollment, course-taking, course performance, faculty and staff census, salary, and faculty academic and research productivity benchmarks. This office provides official data to state and federal agencies (e.g. USHE, IPEDS), responds to internal and external inquiries for single use or ongoing data analytics, and provides routine and one-time-only reports. These data requests come from all types of entities, ranging from external policymakers and legislators to

internal units such as Housing and Residential Education, Academic Advising, Enrollment Management, Financial Aid, academic deans, department chairs, and program managers, among others. Tools have been developed and deployed to allow the generation of a wide range of data on demand.

Integrated within OBIA is a Data Management and Reporting team that is responsible for making institutional data available to multiple audiences, developing methods to deploy the data securely and in multiple formats, generating new analysis as well as designing visual presentation of complex, multi-variable data in a manner that easily conveys understandable meaning. This Data Management team emphasizes data presentation where the visual indicators of the data are concise, clear, intuitive and appropriate to the type of data presented. This team also serves as a resource to assist other areas across campus in developing and visually presenting their own data in a similar manner. OBIA has created strategic data dashboards for Colleges and departments, the Graduate School, and the Associate VP for Faculty Affairs. It has also created dozens of individual tools used by the Senior Administration to analyze department, college and area data related to performance in finance, scholarly productivity and academic excellence. OBIA has also created an institutional dashboard for the President’s Office website that displays critical indicators relevant to measuring our level of mission fulfillment across the University’s Four Goals. This dashboard is located at [www.dashboards.utah.edu](http://www.dashboards.utah.edu).

*Graduate Council Seven Year Review Process*

All academic programs undergo an extensive Graduate Council Program Review on a seven-year cycle (Figure 1.2; [www.gradschool.utah.edu/graduate-council/program-reviews/](http://www.gradschool.utah.edu/graduate-council/program-reviews/)). The Graduate School administers the Seven-Year Program Review process for the institution. This process is a comprehensive evaluation of program quality and includes written evidence of program

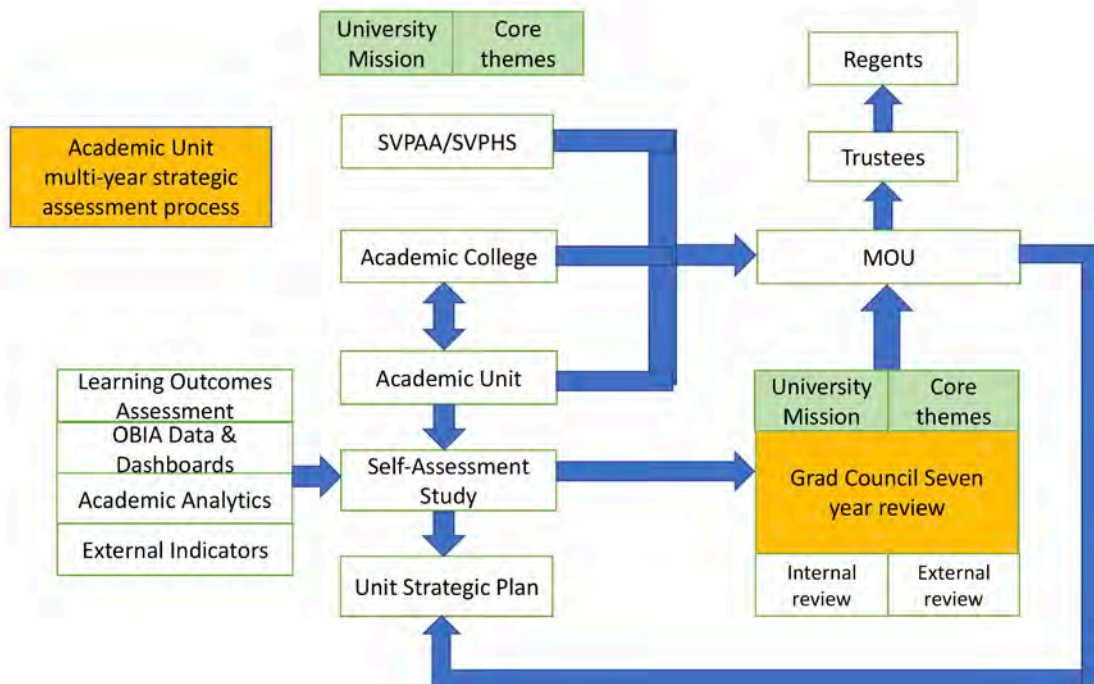


Figure 1.2: Graduate Council Seven Year Review Process administered by the Graduate School



effectiveness, as well as curriculum evaluation that often leads to specific program revisions (driven by student learning outcomes assessment, as well as trends in the field). These reviews require an extensive departmental self-study using a combination of departmental data and dashboard indicators (e.g. IPEDS data, faculty and staff census, student enrollment trends, University profiles, student credit hours taught, research funding profiles etc.) provided through OBIA.

Six areas of scrutiny and evaluation are included in the Academic Program reviews: Program Overview, Faculty, Students, Curriculum and Programs of Study, Program Effectiveness – Outcomes Assessment, and Facilities and Resources. Faculty collected student outcomes assessments are a required part of the self-study. Per University policy, each academic unit must have a Curriculum Management plan, and conduct student learning outcomes assessment at 3-year and 5-year interims, as well as a 7-year report during the 7-year Graduate Council Program review cycle. Academic units are required to provide interim reports and the 7-year report to LOA; the 7-year report is also included in the Graduate Council Seven Year Program review self-study. Additional data used in the self-study include external indicators and databases, such as Academic Analytics and the Nation Survey of Student Engagement (NSSE). The data are used to evaluate the unit's level of fulfillment of their strategic plan in support of the University mission and core themes.

Onsite evaluation of the academic unit's level of mission fulfillment is performed by visiting teams of internal and external reviewers who critically evaluate both the self-study and conduct in-person interviews with faculty, staff and students. A summary Program review report is created by Graduate Council after review of the self-study, internal and external peer reports. The final Graduate Council Program Review report is sent for approval to the Academic Senate, the University Board of Trustees, and the Board of Regents. All Graduate Council Seven Year Program review reports are available as public documents on the meeting agenda websites of each level of review.

The Graduate Council Program Review reports are used to develop a signed memorandum of understanding (MOU) among the individual program director, Dean of the relevant college, Dean of the Graduate School, and cognizant Senior Vice President. The memorandum of understanding details the agreed steps and resources that will be used to address recommendations of the Graduate Program review. Department chairs use review recommendations as direct guides for shaping strategic plans in collaboration with their faculty members.

**At the grassroots level, assessment resources are developed and collected from resources located across the University and through external sources. These resources include:**

*Student Affairs Assessment, Evaluation & Research*

Student Affairs Assessment, Evaluation, and Research (SA-AER) serves the Division of Student Affairs through strategic planning and assessment of general and learning outcomes of programs and services. SA-AER also serves the institution through the coordination and development of many institutional surveys such as the Graduating Student Survey, which is a key data source of student outcomes for the entire institution. SA-AER works closely with Enrollment

Management, Institutional Analysis, the Graduate School, Undergraduate Studies and Facilities Management to provide a coordinated approach to survey administration. Within Student Affairs, SA-AER works with 31 separate departments that are organized into five separate reporting lines, including the Vice President of Student Affairs, Enrollment Management, Dean of Students, Student Development, and Business and Auxiliary Services. Each reporting line has specific data needs that are coordinated through SA-AER to support a divisional approach to data management.

In turn, Enrollment Management utilizes data from both Institutional Analysis as well as SA-AER to support a strategic enrollment management approach throughout the student life cycle. The Dean of Students' reporting line utilizes data related to student conduct, engagement and use of facilities. Student Development is focused on support for student success and utilizes data that are protected by HIPAA as well as broader engagement and service delivery metrics. Business and Auxiliary Services utilize metrics that encompass engagement, facilities usage and cost and needs assessment.

Within Student Affairs, each unit has identified core objectives, goals and outcomes. Assessment plans are aligned at the departmental, division and institutional level to provide a multi-dimensional view of Student Affairs. Departments "close the loop" by documenting the findings from assessment projects not only in individual progress summaries but also through annual reports that show departmental progress towards goals. To support a culture of evidence within Student Affairs, as well as the institution, Student Affairs Assessment, Evaluation, and Research provides ongoing assessment education through a seminar series, training and publications.

#### *Undergraduate Studies/Academic Affairs Assessment, Evaluation & Research*

The Office of Undergraduate Studies (UGS) is responsible for three areas of assessment: the University's General Education program and courses, consulting and assisting with program-level learning outcomes assessment in the academic departments throughout campus, and program-level assessment for academic programs that are administered by UGS.

The General Education program serves all students in the University and fulfills the policy of the State of Utah's R-470 requiring the delivery of a general education program. The Office of General Education in UGS manages the ongoing review and assessment of the ~750 courses that meet one or more of the General Education and Bachelor Degree Requirement designations. The Office of General Education is also responsible for the assessment of the General Education Learning Outcomes (<https://ugs.utah.edu/general-education/learning-outcomes.php>). This assessment work includes the collection of direct evidence of student learning from classroom assignments and evaluation of those assignments using faculty committees applying rubrics.

The Office of Learning Outcomes Assessment (LOA) in UGS consults with academic departments around the campus to comply with the portion of University Policy 6-001 that requires departments to have an active curriculum management plan that includes direct assessment of student learning during the 3- and 5-year milestones of their 7-year program review cycle. LOA manages a website with helpful materials on conducting learning outcomes assessments (<https://ugs.utah.edu/learning-outcomes-assessment/index.php>). LOA also meets

with curriculum committees and leadership of departments and colleges to brainstorm and discuss good assessment practice, and to review drafts and reports.

Finally, UGS assesses its own academic programs. These have been organized into portfolios of programs that meet the objectives of the Utah Pledge (see <https://studentsuccess.utah.edu/>) . The portfolio groups and their programs are as follows:

<b>Building Community</b>	<b>Deeply Engaged Learning</b>	<b>Diversity &amp; Inclusion</b>
-BlockU First Year Experience	-Beacon Scholars	-Office of Inclusive Excellence
-Business Scholars	-Capstone Programs	
-Diversity Scholars	-Community-Engaged Learning	
-Honors	-Honors Praxis Labs	
-Humanities Scholars	-Innovation Scholars	
-LEAP First Year Experience	-Learning Abroad	
	-MUSE	
	-Undergraduate Research	
<b>Inspired Teaching and Learning</b>	<b>Student Success</b>	
-Center for Teaching and Learning Excellence	-Academic Advising Center	
-UOnline	-Student Success and Empowerment	
-General Education		

A representative from the organizations in each portfolio group meet regularly and have designed learning outcomes for their respective portfolios. They are also assessing them as part of their regular program-level assessment. The design of these portfolios and their assessments are reflected in the UGS Strategic Plan.

#### *Unit Level Assessments*

Individual academic and administrative units are responsible for developing Unit Level Assessments of their strategic plans and objectives. For academic units, these assessments are developed within the framework of curricular learning and program outcomes, and ongoing assessment of the level of fulfillment of these outcomes using an outcomes assessment plan. LOA works with colleges and departments to develop learning outcomes and assessment plans, and to provide resources for collecting, analyzing and reporting unit level assessment data. The Unit Level Assessments for academic units are centrally collected and posted on the LOA website.

For administrative units, each unit has identified key activities, goals and outcomes in support of its strategic plan. Unit level assessment plans are aligned at the departmental, division and institutional level to provide a multi-dimensional view of the level of fulfillment of the unit’s strategic goals. Departments “close the loop” by documenting the findings from assessment projects through annual reports that show departmental progress towards goals. These reports are also used in support of the yearly assessment and revision of the unit’s strategic plan.

### *External Assessment Surveys and Databases*

As part of the University assessment process, the University uses several external surveys and databases. These resources include independent national assessments and databases for comparison to peer institutions, such as Academic Analytics (<https://academicanalytics.com>) the Vizient Health care ranking (<https://www.vizientinc.com/>), the Press Ganey Survey of Patient Satisfaction (<http://www.pressganey.com/>), and the Sustainability Tracking, Assessment and Rating System (STARS; <https://stars.aashe.org/>). Externally administered surveys allow the University of Utah to benchmark student engagement and outcomes, such as the National Survey of Student Engagement (NSSE; <http://nsse.indiana.edu/>), NSF Survey of Earned Doctorates (SED; <https://sedsurvey.org/>), and the NSF Early Career Doctorates Survey (ECDS; [https://edsurveys.rti.org/ECDS\\_FT/](https://edsurveys.rti.org/ECDS_FT/)). These external databases and surveys provide well-designed, stable, robust, well-sampled, long term data sets which can be used to compare University of Utah trends with national trends, as well as assess longitudinal improvement over multi-year timescales.

### **Yearly Assessment Review Cycles**

The University of Utah follows a well-defined and documented Business Planning and Consolidation (BPC) System, which includes mature training modules in BPC, publications of the SVPAA on budget principles and processes, and budget memos and guidelines for the current budget cycle. All elements of the Budget Planning process are guided by the principles of transparent, data driven decisions with strategic priorities linked directly to institutional mission and core themes. The BPC website also includes a calendar of the annual budget planning cycle that defines key deadlines and milestones for Departmental, College, Central Administration, and Business Planning & Consolidation. The budget planning cycle delineates the hierarchy and planning of the annual budget planning reviews.

### *Academic Unit Yearly Assessment and Budgeting Process*

Departmental and College budget planning is developed according to the SVPAA Budget memo, which includes specific guidance for budget requests to delineate the relevance of all requests to the core campus priorities and the University mission. The annual budget planning and allocation process is data-driven, assisted by analysis of trends in historical data regarding student enrollment, graduation and retention rates, degrees awarded, revenue, operating expenses, research and teaching expenditures, etc., as provided by the University of Utah's Office of Budget and Institutional Analysis (OBIA). Seven-year reviews of college, departmental, and program statistics are also tabulated. These results are publicly available at the OBIA website, including a student success dashboard and summary tied directly to the success in achieving the University's mission and core themes. In preparing their budgets, deans and directors are required to base their requests on results of yearly program assessments as well as statistical trends observed in the institutional OBIA database. These statistical trends are used to assess how changing student and financial trends may impact individual degree programs and affect the long-term viability and sustainability of these programs.

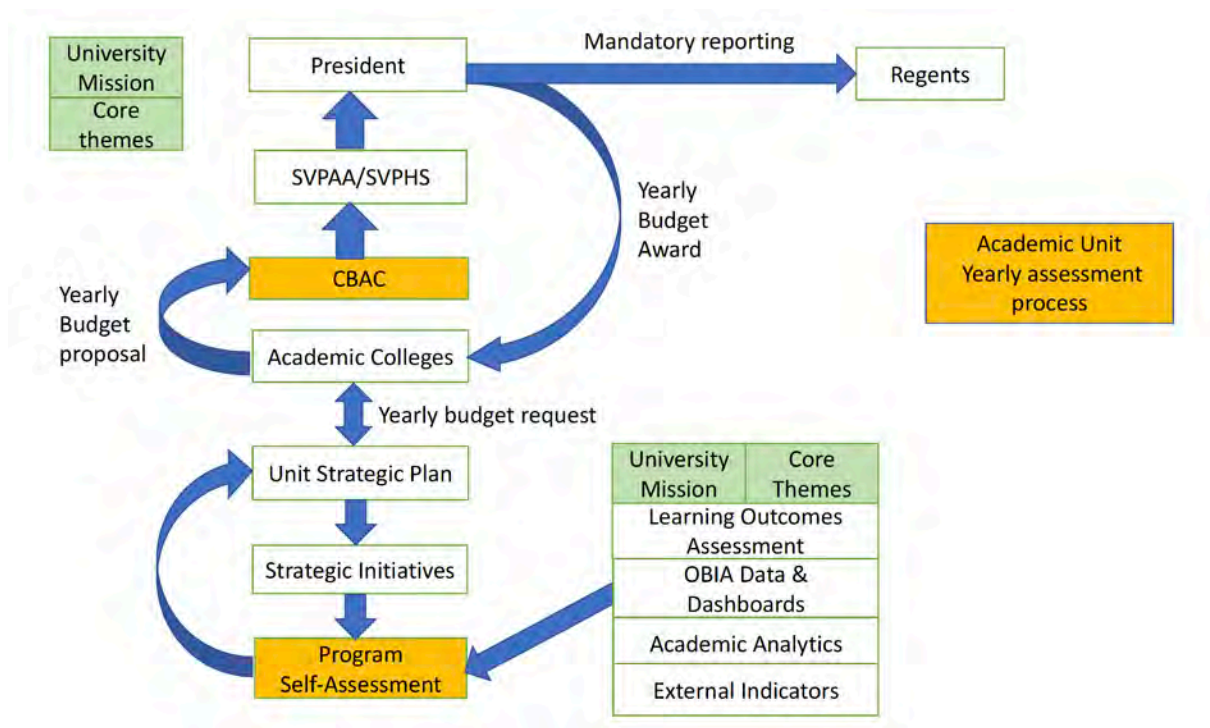


Figure 1.3: Academic Unit Yearly Assessment and Budgeting Process

Deans of individual colleges<sup>2</sup> present their budgetary requests and priorities to the CBAC, including a review of assessment and OBIA trends (Figure 1.3). The SVPAA and the Dean of the Graduate School also serve on the CBAC. Consequently, items agreed upon in the individual Graduate Program Review MOUs can be targeted to receive priority in the annual budgetary planning process. The final annual budget plan is completed in conference with the President’s cabinet, including final revenue and expense projections. The final budget reflects current budgetary priorities established through a review of the adequacy of current investments linked to program quality and assessment, and new initiatives directly linked to the institutional mission and core principles. Yearly budget expenditures and statistical summaries are reported to the Board of Regents, as required by Board of Regents Policies.

#### *Administrative Unit Yearly Assessment and Budgeting Process*

The Administrative Unit (non-academic unit) yearly assessment and budgeting process (Figure 1.4) follows a similar structure to the Academic Unit yearly process, with several notable differences. The cognizant Vice President (VP) of each Administrative Unit develops the budget under the guidance of the President’s Budget memo, and the SVP develops the yearly report and plan after a comprehensive self-assessment of the unit’s strategic plan, strategies, and performance indicators. The VP of each unit presents their yearly report and budget request to the University Budget Advisory Committee, which advises the President on the priorities and balance of the budget portfolio. The final budget reflects current budgetary priorities established

<sup>2</sup> Colleges within Health Science follow a similar yearly assessment process, with the Senior Vice President for Health Science taking the role of the SVPAA, and the Health Science Budget Committee assuming the role of the CBAC.

through a review of the adequacy of current investments linked to program quality and assessment, and new initiatives directly linked to the institutional mission and core principles. Yearly budget expenditures and statistical summaries are reported to the Board of Regents, as required by Regents Policy.

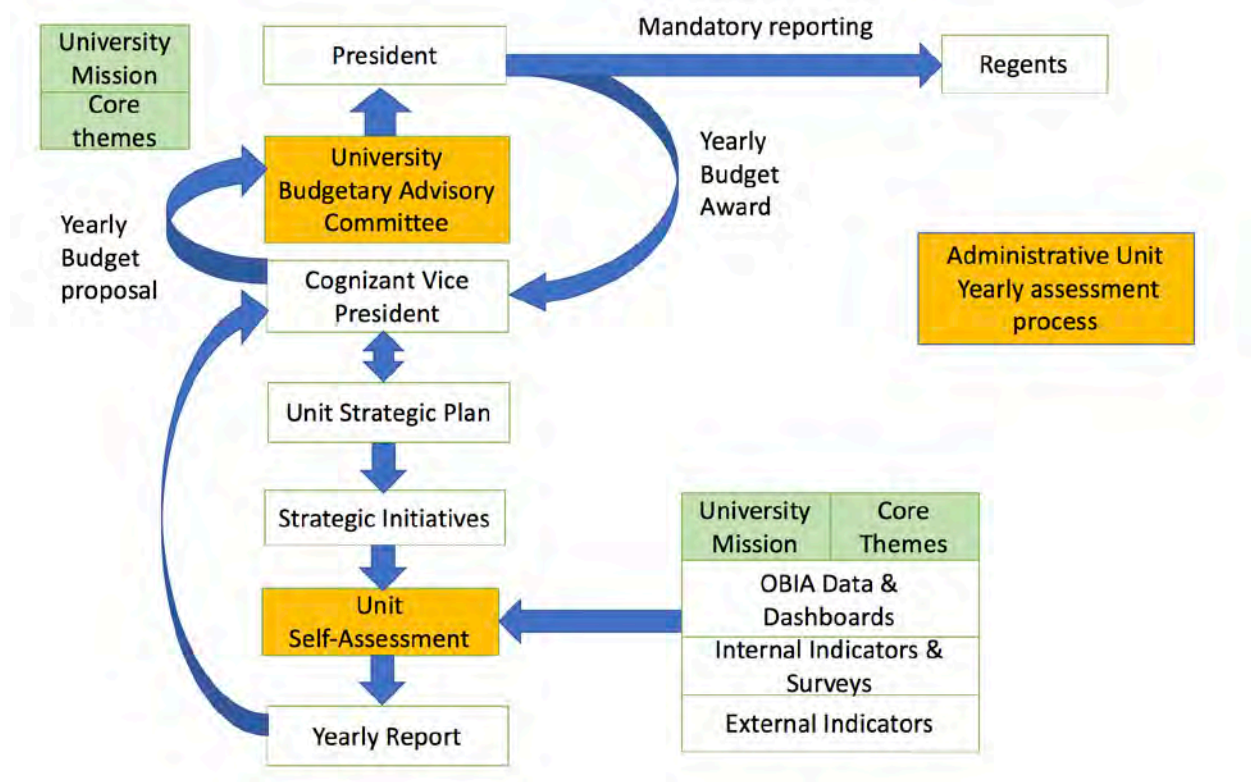


Figure 1.4: Administrative Unit Yearly Assessment and Budgeting Process

## Long-Term Assessment Review Cycles

### *Graduate Council Seven Year Program Reviews*

As previously described (Figure 1.2), all academic programs<sup>3</sup> undergo an extensive Graduate Council Program Review on a seven-year cycle. These reviews require an extensive departmental self-study, and evaluation by internal and external reviewers. Summary Graduate Council Program reports for each review are sent for approval to the Academic Senate, the University Board of Trustees, and to the Board of Regents, and are available as public documents on the meeting agenda websites of each level of review. The Graduate Council Program Reviews are used to develop a signed memorandum of understanding (MOU) among the individual program director, Dean of the relevant College, Dean of the Graduate School, and cognizant Senior Vice President. The MOU details the plan of action and resources that targeted to address recommendations of the Graduate Program review. Academic units are required to provide interim written reports during the third and fifth years of the review cycle documenting their progress in realizing the plan of action agreed upon in the MOU. The interim progress reports are reviewed by the Graduate Dean, and if progress toward completion of the action plans is inadequate, the department Chair and Dean are called to an in-person meeting to discuss department's progress and consider necessary revisions to the original MOU.

The departmental study, internal, external and Graduate Council reviews of the departmental programs provide important feedback for development of the departmental and college strategic plans. Results and recommendations from these reviews provide the basis for the development of the subsequent strategic plan for the department and college. The signed MOU, interim reports, and any revisions to the MOU also are incorporated into the development of the departmental and college strategic plans.

### *Administrative Unit Strategic Plans*

The leadership of the University of Utah regularly reviews the adequacy of its resources, capacity, and effectiveness of operations to ensure mission fulfillment. In the previously described annual process, VPs of administrative units develop annual self-assessments reports that summarize the goals of their unit(s), how these goals contribute to the larger university's Four Goals, the strategies used to advance the unit's goals, and metrics used to assess progress toward targets. In this way, administrative units regularly participate in strategic planning processes appropriate to their areas of responsibility. These annual reports and self-assessments provide a historical record for the development of the unit's longer term, five-year strategic plan (Figure 1.5). These longer-term plans are developed by members of President's senior leadership team, and discussed and refined through meetings with relevant stakeholders across campus, including other administrative units, academic units, faculty, staff, and students. Consultation with the broader constituency may include feedback from appropriately convened taskforces, town hall meetings and public forums, and solicitation of online/email comments and feedback.

In developing a strategic assessment for long-term planning, senior members of the President's cabinet evaluate the adequacy of resources, capacity, and effectiveness for the areas of their

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<sup>3</sup> A small number of academic units which offer only an undergraduate degree are reviewed by an identical process, but with the Undergraduate Council assuming the role of the Graduate Council.

responsibility using OBIA available resources, including University data and dashboard, internal indicators and surveys, external databases and peer comparison, and consulting external reviewers or external agencies. The President requires members of her cabinet to establish metrics in these strategic plans to measure progress toward the University’s Goals as well as comparison to appropriate peer institutions. The five-year strategic plans are then used to guide the annual review and budgeting process

## Evaluation and Updating the Institutional Assessment Plan

### *University Assessment & Accreditation Council*

The Institutional Assessment Plan is periodically reviewed for its ability to support mission fulfillment. The evaluation process, outlined in Figure 1.6, is initiated by the University Assessment and Accreditation Council (UAAC) at periodic intervals, or upon request by the president of the University.

The UAAC reviews the core themes of the University in support of the University mission, and the current level of mission fulfillment. The UAAC reviews the strategic plan objectives,

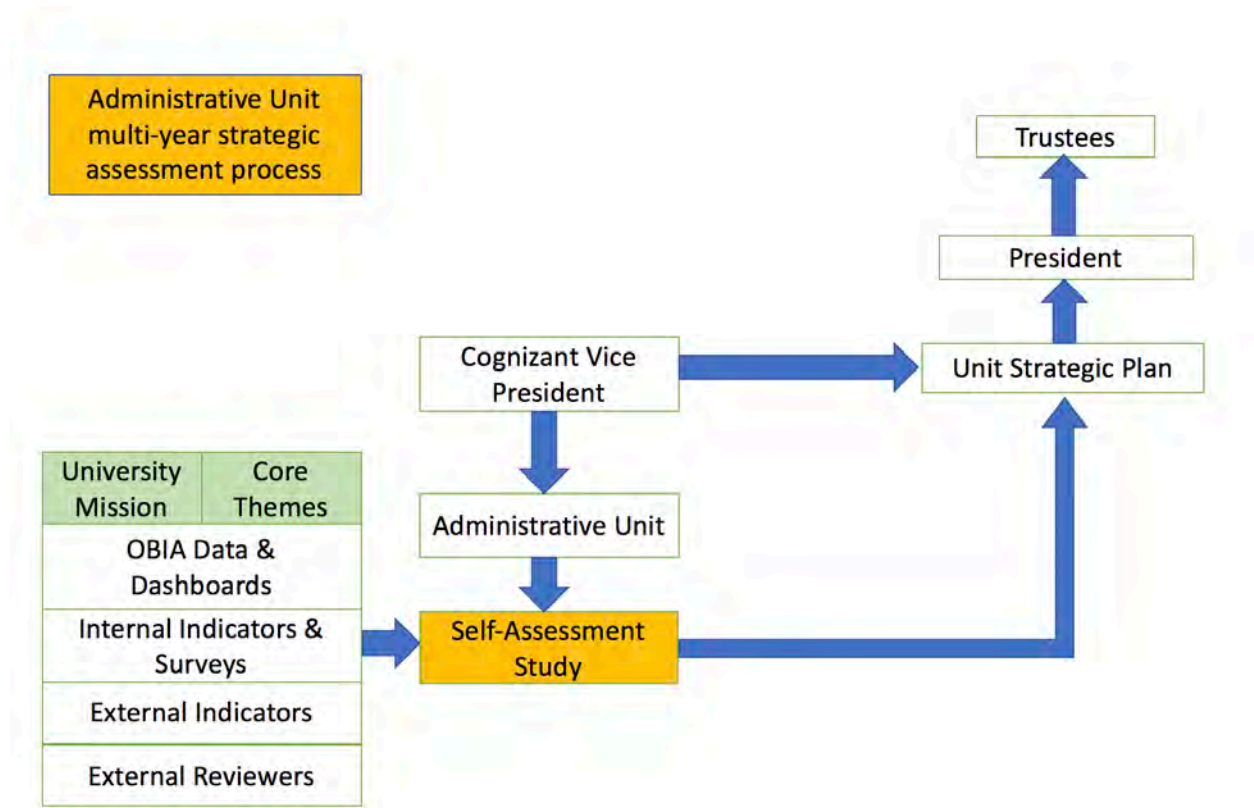


Figure 1.5: Administrative Unit Multi-year strategic assessment process

indicators, and thresholds, and performs longitudinal review of OBIA managed data compiled in dashboard form, recording the historical trends of the objectives, indicators and thresholds.



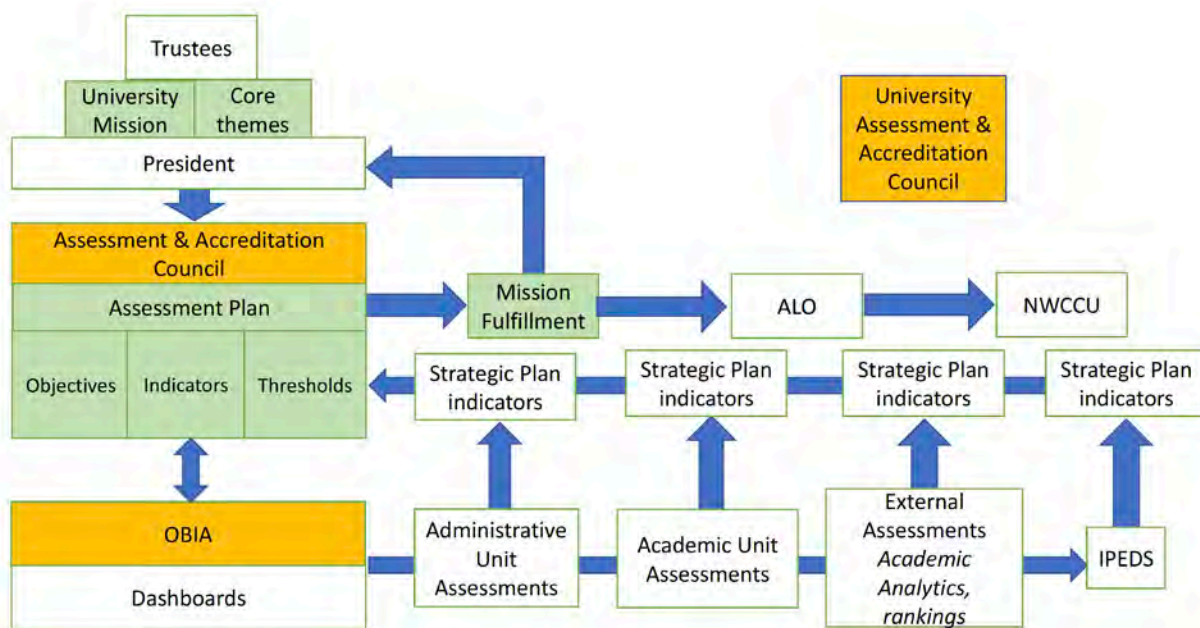


Figure 1.6: Process for Evaluating and Updating the Institutional Assessment Plan

## Procedures for Assessing Mission Fulfillment

The 2016 University of Utah Mission Statement (also available online at <https://president.utah.edu/universitystrategy/>) 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.*

As the 2016 Mission Statement directly quotes the Four Goals of the University, the University interprets mission fulfillment according to the level of fulfillment of the Four Goals. In turn, 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 that track progress towards the accomplishment of the strategy. Each performance indicator directly assesses the level of fulfillment of the University mission. The University Goals, strategies, and performance indicators, and institutional thresholds for each indicator have been previously described in the University of Utah's recent *Year One Self Evaluation Report*, submitted to NWCCU on September 15, 2016.

The assessment of the University's performance against each mission goal is assessed with two different procedures. The first procedure assesses the level of mission fulfillment of each goal 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. Specific grades are 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 a written rubric. 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.

### **Validity of Current Goals<sup>4</sup> (Core Themes) and Objectives**

The ongoing validity of each Goal is periodically assessed by UAAC using the following criteria:

- a) Do the Goals still support the University mission?
- b) Are there changes in the University's local, regional, national or international context which require a change or update of the University's Goals?
- c) Do the Goals have actionable objectives?
- d) Are the University Goals sufficiently detailed in order to allow development of effective strategies to realize the objectives?
- e) Do the Goals accurately reflect the University's vision for its contributions to the local community, regional and nation?

The University Goals were last reviewed and updated in 2016 in the revision of the University Mission Statement. The UAAC developed a revised, simpler mission statement containing the University's Four Goals (i.e. Core Themes), each of which has well defined objectives, and it 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. The University's efforts to develop and implement verifiable direct and indirect measures of student learning outcomes are described both in the University's 2016 Year One Self Evaluation report, and also in this 2018 Mid-Cycle Self Evaluation report. The 2016 University Mission Statement (and core themes within the statement) were debated and ratified by the Academic Senate and subsequently approved by the University of Utah Board of Trustees, by the Utah State Board of Regents, and by NWCCU.

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<sup>4</sup> In this Self Study, we refer to the University's Four Core Themes as the Four Goals

For each Goal the University has established three to four objectives associated with the goal. The objectives are selected based on concrete, measurable activities whose success can be quantitatively assessed using institutional as well as external data sources. The objectives were originally selected by the UAAC in consultation with the broader University Self-study task force that developed the University's Year Seven Self Evaluation report to NWCCU (September 1, 2015). The objectives for each goal were further reviewed and updated by the UAAC in the development of the 2016 University Mission Statement, and in the development of the University's recent Year One Self Evaluation report to NWCCU (September 21, 2016).

*Objectives underlying each of the Four Goals were assessed using the following criteria:*

- a) Does the objective capture a representative fraction of the activity supporting the overarching Goal?
- b) Does the objective have concrete, clear measurable outcomes that will enable assessment of the level of fulfillment of the objective?
- c) Will improvements in the objective lead to increased fulfillment of the Goal and university mission?
- d) Does the totality of all objectives for the Goal fully and accurately span the envisioned scope of the core theme?

*Resources involved in assessing the validity of these objectives include:*

- a) OBIA compiled resources in the form of University datasets, dashboard and IPEDS data
- b) Academic Unit assessments included in yearly assessment and budget reports, Graduate Departmental and College strategic plans and indicators, and Graduate Council Seven-year reviews, and external specialized accreditation reviews.
- c) Administrative Unit assessments included in yearly assessment and budget reports, administrative unit self-studies, strategic plans and indicators.
- d) External assessments and surveys including Academic Analytics, NSSE, Press Ganey Survey, STARS performance, institutional rankings, NSF-SED, NSF-ECDS, etc.
- e) In-person interviews with managers and stakeholders of each objective to seek input regarding the ongoing validity of each objective, and the strategies that are being used to realize the objective.

The validity of the objectives for each of the Four Goals were recently assessed by the UAAC during the first six months of 2018 in preparation for the development of this Mid-Cycle Self Evaluation to NWCCU. The assessment led to a reorganization of the listing of the objectives for several core themes, as well as a winnowing of the number of objectives listed under several core themes. These changes were implemented to establish a more representative focus on a constellation of objectives which broadly and accurately span the scope of each Goal.

*Strategies for realizing the core themes and objectives are assessed based upon the following criteria:*

- a) Does the current (or proposed) strategy continue to support improvement of one or more of the objectives or Goals of the University?
- b) Is the strategy defined concretely enough to allow operationalization?
- c) Does the university have sufficient resources and commitment to operationalize the strategy, in the context of its portfolio of existing commitments?

- d) Is the current (or proposed) strategy providing incremental or transformational change?
- e) Is the strategy redundant with other existing strategies?
- f) Does the strategy carry unacceptable risk to the institution?
- g) Is there an exit path from the strategy if ongoing assessment indicates the strategy is ineffective or counterproductive?

During the 2018 UAAC review of the objectives of each Goal, UAAC also assessed and updated the strategies used to drive sustainable improvement in each objective. This assessment led to a reorganization of the list of certain strategies concomitant with the reorganization of the list of overarching objectives. For several objectives, the UAAC winnowed the number of listed strategies in order to focus on the key strategies which are the primary drivers of sustainable improvement across the broader scope of that objective.

### **Updating Performance Indicators and Thresholds**

*Performance indicators and thresholds are assessed based upon the following criteria:*

- a) Is the performance indicator relevant to the fulfillment of the majority of the deserved objective? An indicator which only samples a small fraction of the objective's outcomes does not provide a representative assessment of the fulfillment of the objective.
- b) Is the performance indicator concrete and measurable? Abstract performance indicators are generally difficult to track over extended periods, and performance thresholds are difficult to quantitatively establish and track.
- c) Is the performance indicator feasible? Performance indicators which require extensive financial resources or intensive groundwork may not be able to be reliably tracked for multi-year periods.
- d) Is the performance indicator standardized? Standardized performance indicators allow reliable assessment of institutional progress in comparison with peer institutions. Standardized performance indicators also enable reliable assessment of university mission fulfillment by external evaluators.
- e) Does the performance indicator measure a unique aspect of the objective? If multiple indicators are needed to assess the performance of an objective, the indicators should not be highly correlated, but instead should sample different aspects of the performance of the objective.
- f) Will setting a higher threshold drive provide a transformational improvement in processes, resulting in greater mission fulfillment? Or will a change in threshold only motivate incremental progress?
- g) Does the threshold work in conjunction with other performance indicator thresholds to provide a multiplicative effect (greater than the sum of the individual performance improvements)?
- h) Is it feasible for the performance indicator to meet the higher threshold within the duration of an accreditation cycle?

Because the 2018 UAAC review reorganized and updated the institutional assessment objectives and strategies, this review also assessed the validity of the supporting performance indicators and thresholds, and updated these, as appropriate. The review eliminated redundancy and eliminated several performance indicators that did not assess a representative fraction of the strategy or the

objective. Some performance indicators were eliminated because the quality of the assessment data was found to be difficult to collect in a consistent manner, thereby compromising the assessment value of that indicator. The UAAC updated several performance thresholds to reflect recent progress and discussed the merit of providing for the development of aspirational performance thresholds to document aspirational goals. In summer 2018, the updated performance indicators were incorporated into the revised University dashboard. Figure 1.7 shows a radar plot of the progress made toward the revised institutional objectives and assessment performance indicators from 2013 through 2018.

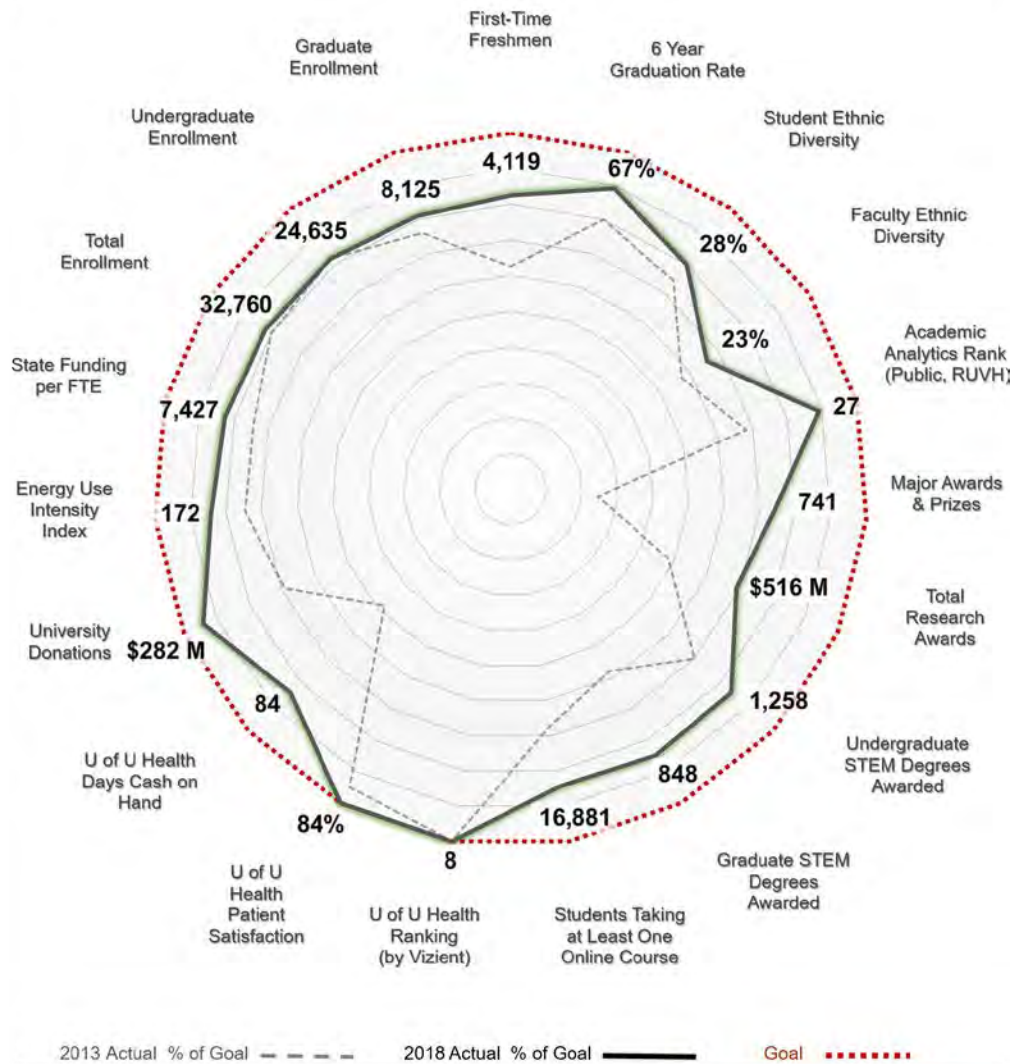


Figure 1.7: June 2018 OBIA dashboard containing updated performance indicator and thresholds for mission fulfillment

### Sufficiency of Evidence to Assess Mission Fulfillment and Sustainability

The institutional assessment structure has been updated from the 2016 Year One Self Study to increase the accuracy of the assessment tool, as well as increase the ability of the assessment tool

to fully span the range of objectives and strategies associated with each core theme. The revision process emphasized development of robust, longitudinal indicators that are feasible and that adhere to commonly used performance indicators, where possible, to enable a valid comparison of institutional progress in comparison with peer institutions. The revised institutional assessment process is comprehensive, providing comprehensive self-evaluation and assessment, which directly flow down from the core themes, objectives, and strategies of both the academic and administrative units of the University.

The selected performance indicators have been updated to emphasize robust, sustainable, relevant performance indicators that ensure the longitudinal validity of the assessment data. The objectives, strategies and performance indicators have been reviewed and updated to ensure they provide a complete picture of institutional performance that spans the full breadth of the university's core themes. The combination of robustness and comprehensiveness of the institutional assessment plan ensures that the institutional assessment plan provides sufficient evidence to adequately assess the fulfillment of the University's mission, and the sustainability of this fulfillment for the foreseeable future.

## Part II: Examples of Mission and Core Theme Operationalization

### Two Examples of Student Learning Outcomes Assessment

Two examples of direct assessment of student learning outcomes will be discussed in this section as examples of how the institutional assessment plan is being implemented. One of the examples is at the course level and the other reflects several program assessments from departments in one college.

Both of these examples address the “fostering student success” and “preparing students from diverse backgrounds for lives of impact as leaders and citizens” clauses of the University of Utah’s *Mission Statement* and the strategic goal of *Promoting Student Success to Transform Lives*. The University promotes success by supporting direct assessment practices that reveal insights about student learning that are then used to improve curriculum and instruction. These course and program level learning outcome assessment examples also demonstrate how we verify that students are accessing and achieving the *Knowledge and Skills* component of the University’s *Exceptional Educational Experience* initiative.

#### *Department of Writing and Rhetoric Studies: WRTG 2010 Assessment*

*(See Appendix A for full report)*

The Department of Writing and Rhetoric Studies manages the lower division General Education writing requirement. The first-year writing series culminates in *Writing 2010: Intermediate Writing; Academic Writing and Research* (WRTG 2010), making it the ideal site for assessing the writing requirement’s learning outcomes. Just less than half of each graduating class takes WRTG 2010 to complete the lower division writing requirement. The assessment reported on here covers academic years 2014-2015, 2015-2016, and 2016-2017. The goals of this assessment (see Appendix A for the full assessment report) were to:

1. Develop and refine a set of threshold competencies (learning outcomes) for the First-Year Writing series.
2. Assess how well students’ writing meets the threshold competencies at the end of WRTG 2010.
3. Communicate student writing competency to the university community, including faculty, administrators, parents, students, and other universities in the Utah system.
4. Revise curriculum to improve and support low-achieving threshold competencies.

The learning outcomes assessed in the 2014 assessment were:

1. *Source Use*: Keywords—Academic argument, thesis, synthesis, research, source use, source quality, source attribution, evidence supports claims, evidence drawn from sources, audience awareness
2. *Cohesion & Structure*: Keywords—Paper structure, idea cohesion, transitional sentences and phrases, logic & organization, claim structure
3. *Style & Mechanics*: Keywords—Academic tone, conventions of standard, written, edited English, spelling, punctuation, citation style

Following writing assessment best practices, the University assessed a cross-section of papers from multiple sections of WRTG 2010 at the end of Fall and Spring semesters. Instructors were asked to submit a range of six papers—two top, two middle, two bottom—from every section of the course that they taught. The initial paper selection was subjective, but it ensured a range of papers from the perspective of those who teach the course, leading to a more complete picture of the range of accomplishment with writing than a random sample would.

These findings have led to innovations in teacher training. Participating in the assessment, as many of the teachers do, helped them understand not only the stakes of writing instruction, but also the larger goals and standards for the program. Having read and rated more than 20 papers, instructors leave the assessment with a better sense of the focus and requirements of WRTG 2010. Using the assessment rubric and working on anonymous papers really drives home the major concepts and behaviors that drive WRTG 2010, helping instructors understand what they should be focusing on in their classrooms.

In addition to the lessons learned directly from the assessment, these findings motivated the University to adjust the curriculum for new instructor training. Now, in addition to the typical discussions of pedagogy, the University has more and targeted instruction in teaching source use and synthesis, including reading articles on source use, synthesis, best pedagogical practices, and grade norming. New teachers develop a robust tool kit for teaching and assessing source use and synthesis, following along with the scaffolding that is built into WRTG 2010 itself. Instructors are themselves asked to participate in writing assignments that require synthesis and strong source use. As they experience the processes themselves, they are asked to reflect on the process, thus influencing how they teach synthesis in their classes.

#### *The College of Social and Behavioral Sciences Program Assessments Excerpts*

The program level example presents selected assessment planning and analysis from three departments in the College of Social and Behavioral Sciences, the largest college on campus.

In 2015, the Dean of the College of Social and Behavioral Sciences (CSBS) approached the Office of Learning Outcomes Assessment (LOA), asking it to work with the seven CSBS academic departments to develop assessment plans. That work resulted in all seven departments developing assessment plans over the following two years (see <https://ugs.utah.edu/learning-outcomes-assessment/assessment-plans.php>). Six of the seven departments have completed assessment reports that include analysis and interpretation of data produced by implementing their plans (see <https://ugs.utah.edu/learning-outcomes-assessment/completedReports.php>).

Here we focus on excerpts from three of the CSBS departments - Economics, Political Science, and Sociology – to provide examples of the challenges and successes that these departments are facing.

#### *Department of Economics (see Appendix B for full report)*

The department assesses all four core theory courses and one course from each focus area. Instructors receive requests to submit three selected artifacts on specific Learning Outcome Assessments (LOAs) near midterm and final examinations. For each artifact, these three selected pieces of student work should represent “excellent, good, and bad” work. The Undergraduate



(UG) committee submits an assessment report to the chair by June 30. This assessment report is then submitted to the Office of Learning Outcome Assessment.

The department piloted its assessment plan during Fall of 2016. The pilot assessment focused on core courses (Econ 2010, 2020 and Econ 4020) as well as one focus area course (Econ 5470).

The artifacts were reviewed and discussed by the chair and undergraduate director. In summary, artifacts do demonstrate students' ability to engage the material in line with the learning outcomes. However, the distribution of learning outcomes (Los) across assessed courses is uneven. In light of these observations, the following revisions to assessment procedure were submitted to and approved by the Economics UG committee in Fall 2017.

1. **Disperse and differentiate LOAs across the assessment matrix.**
2. **Assess each LO in one course per cycle.**
3. **Assign "course stewards."**
4. **Assess only once per semester.**
5. **Augment assessment of three artifacts with summary statistics & overview of assignment.**

*Department of Political Science (see Appendix C for full report)*

The department's assessment plan involves collecting student papers from POLS courses at the 5000 level during the fall and spring semester of each year and sampling 100 of those papers for evaluation by the faculty serving on the Undergraduate Studies (UGS) committee each year.

The department's assessment plan (see Appendix C) proposed that five of the seven outcomes (1-4, and 7) be evaluated simultaneously using evidence from papers submitted in the 5000-level classes. The plan did not attempt to assess learning outcome 5 which was intended to capture the difference between the BA and BS degree. The plan also did not attempt to assess outcome 6 since other evidence (such as employment data for majors) would be more relevant to assess this outcome. An additional learning outcome was added that students "show a level of knowledge and critical thinking expected of a major." A pilot assessment of the six criteria was conducted in Spring 2016.

After each year's evaluation, the Director of the Political Science UGS committee will draft an assessment report to be submitted to the Department Chair and the Office of Learning Outcome Assessment. UGS will examine the results from the yearly reports and provide recommendations to the chair and the faculty regarding changes in curriculum or instruction.

During spring semester 2016, 162 papers were collected from 11 of the 13 eligible 5000-level classes taught that semester. The results revealed that student papers generally showed evidence of meeting the department's Expected Learning Outcomes (ELOs). These results indicate that papers from our 5000-level courses generally show a high level of understanding of political ideas, institutions, policies, or behavior (outcome A), evidence of research skill (E), and critical thinking (F). These papers showed somewhat less evidence of using a variety of sources (C) and using major concepts, theories, and approaches to research (B).

A goal specific to the pilot test was to evaluate inter-rater reliability. The results from our pilot test suggest that the level of inter-rater reliability was not high. The reliabilities would likely be improved by modifying how the department identifies or evaluates student writing assignments or by providing faculty with specific instructions as to how to apply the learning outcomes to different types of papers.

Based on this pilot test, the UGS committee also suggested several minor modifications to the department's expected learning outcomes and process for evaluating student papers. Based on the pilot test, the UGS made the following two recommendations to the faculty:

1. Make three minor modifications to the department's current expected learning outcomes:
  - a. Make the BA and BS learning outcomes the same by eliminating the learning outcome that refers to language skill (for BA) or quantitative skill (for BS).
  - b. Eliminate the phrase "both orally and" from our fourth learning outcome as it cannot be assessed with this method and it would be difficult to establish a means for assessment.
  - c. Add a new expected learning outcome that states all students should "Show a level of knowledge and critical thinking expected of major."
  
2. Modify the assessment procedure to better match student papers to the learning outcomes in order to improve inter-rater reliabilities. After student papers are collected and sampled, each paper will first be classified as either a research paper or an argumentation paper. Research papers would be assessed using all learning outcomes while argumentation papers would be assessed on all criteria except for outcome C because such writing assignments often do not require information from a range of sources.

The faculty discussed these recommendations at a meeting in March 2017 and voted to approve the department's assessment plan with these modifications to the department's expected learning outcomes and assessment procedures.

*Department of Sociology (see Appendix D for full report)*

In February 2015, the Department of Sociology adopted five ELOs and developed an assessment plan to gauge how well students are meeting these objectives. In Spring 2017, the Undergraduate Committee assessed two of the five Sociology learning outcomes: ELO 1 and ELO 3. For each of these outcomes, the Committee had two separate reviewers evaluate one set of assignments. Although the Spring 2017 report concluded that sociology classes are meeting the learning outcomes, it also noted that reviewers often disagreed in their evaluations. It further suggested that future reports should incorporate *more reviewers* and include more assignments.

In December 2017, the Director of Undergraduate Studies (DUGS) asked instructors from Spring and Fall 2017 courses to submit updated ELO/Outcome Assessment matrices indicating which of the five ELOs their courses addressed and how they assessed these ELOs. The DUGS used these matrices to identify a sample of suitable courses for the next evaluation. In Spring 2018, the Undergraduate Committee undertook to evaluate the Department of Sociology's remaining

ELOs: 2, 4, and 5. Based on the recommendations of the Spring 2017 report, the Committee solicited two sets of student artifacts for each outcome and used three raters instead of two to evaluate these artifacts. Thus, for each ELO, three reviewers independently rated the same 12 student artifacts (six for each of two courses).

Evaluators were provided with a scoring sheet for rating the artifacts (see attached). Evaluators were also asked to provide brief qualitative feedback to support their ratings.

### ***Recommendations***

Going forward, the faculty may need to discuss how these ELOs are interpreted and assessed, with the goal of generating more agreement across instructors, courses, and raters. There seems to be at least tacit agreement regarding what constitutes low-quality work, but it is apparently more difficult to identify work that is proficient or exemplary. As part of this discussion, it may be fruitful to revisit the ELOs with an eye toward distinguishing them more forcefully from one another. This seems especially relevant for ELOs 2 and 4.

It may also be useful to standardize the department's assessment procedures and methodologies, which would permit longitudinal analyses in the future. It is essential to compile and analyze comparable data over time to establish trends and track progress (or the lack thereof). In light of this suggestion, the Committee recommends reanalyzing ELOs 1 and 3 next spring using the framework established in this report. Evaluations should continue to use at least two samples of student artifacts for each ELO under review, and to assign at least two (and preferably three) raters to each set of artifacts. It is also advisable to develop explicit rubrics for evaluating student mastery of ELOs, in order to improve interrater reliability but also to guide instructors as they design student assessments.

### ***Summary***

The examples above each demonstrate that academic departments are engaged in designing and implementing direct assessment of student learning outcomes. They reflect the engagement of departmental faculty in the process, the collection and analysis of direct evidence of student learning, and a discussion of what needs to be done next based on the results.

Another theme is the manual and time-consuming process of data collection. In conversations with faculty in these departments and others, as well as our Teaching and Learning Technologies (TLT) team, LOA has begun to design and develop two learning applications that will be part of a turnkey Learning Outcomes Management System.

The first application being developed is a customized tool for the University's existing learning management system (Canvas). This "associator" tool will allow instructors to associate assignments and quiz items with program level learning outcomes (see Appendix E). This will also help us engage faculty and raise awareness about program level assessment. This application is working in a test environment and we will be testing it live in Canvas with some departments in Fall 2018.

The second application is a standalone Learning Outcomes Assessment Application (LOAA) that faculty and staff use to query the associations between outcomes and assignments in Canvas and produce examples of student work for assessment purposes (see the prototype for this application in Appendix F). This will drastically reduce the amount of work required to collect student artifacts for assessment purposes. We will be building this application after the associator tool has been shown to be working in Fall 2018.

After developing these two applications, we believe that departments at our institution will be much better equipped to do the manual and organizational parts of assessment that require a large investment of time. In addition, the tools and templates on our Office of Learning Outcomes Assessment web site will also help them in designing plans and reporting data steps in the assessment process.

### **Examples of Strategic Initiatives to Improve Student Success**

Since 2011, the University of Utah has made significant progression in both retention and completion. (Figures 2.1 and 2.2). Our approach is embedded in the “Utah Pledge.” *“We pledge to help you graduate with the support of learning communities, mentors and advisors, a plan to finish, and deeply engaged learning experiences.”* <https://studentsuccess.utah.edu/>.

Steady and significant increases in both retention and completion begin with the recruitment of academically prepared students and the strategic deployment of financial aid. First-year students begin in supportive learning communities which help them satisfy General Education credit requirements and build critical skills and learning outcomes. They receive the support of Academic Advisors, Student Success Advocates (SSA), and peer mentors. Students develop a “Plan to Finish” in milestone advising or with a SSA. Finally, these advisors and advocates guide them toward high impact programs that maximize their time as undergraduates and lead to transformative learning.

#### *Evidence of Progress: Retention and Completion*

#### ***A Strong Start: Strategic Use of Financial Aid and the Recruitment of Academically Prepared Students***

The University is striving to expand success possibilities for more students by unlocking affordability. Even though the institution has relatively lower tuition than most of its peers, students still report that finances are the number one obstacle to enrollment and/or persistence (The University of Utah, 2013-17). The University is addressing this challenge by collaborating for more strategic and optimal use of our financial resources with a holistic view of the student, combining efforts between colleges and central administration.

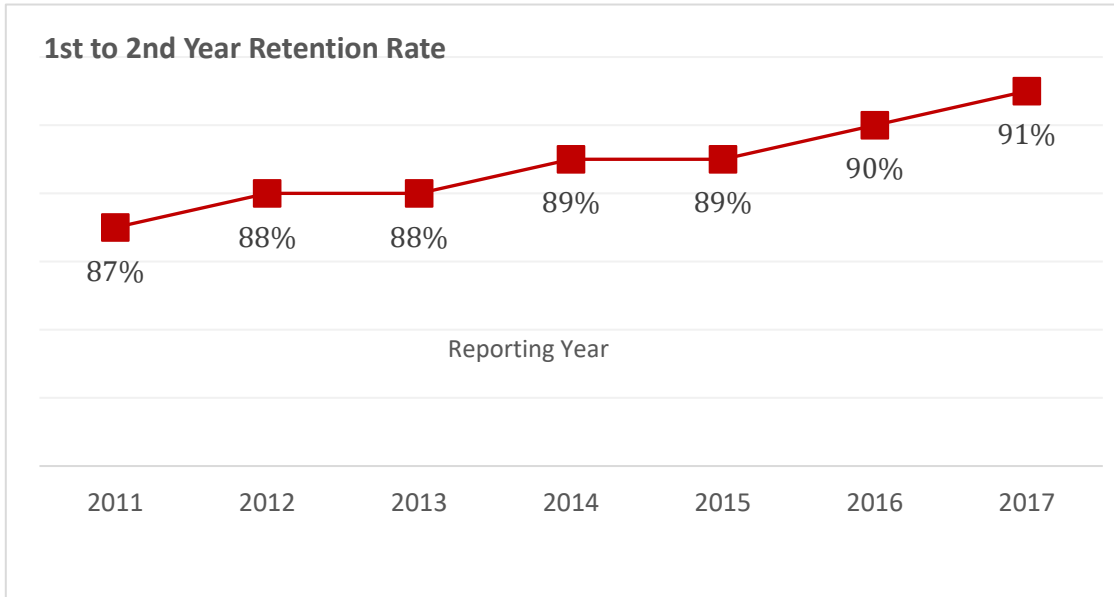


Figure 2.1: 1<sup>st</sup> to 2<sup>nd</sup> year Retention Rate by Reporting Year, 2011-2017

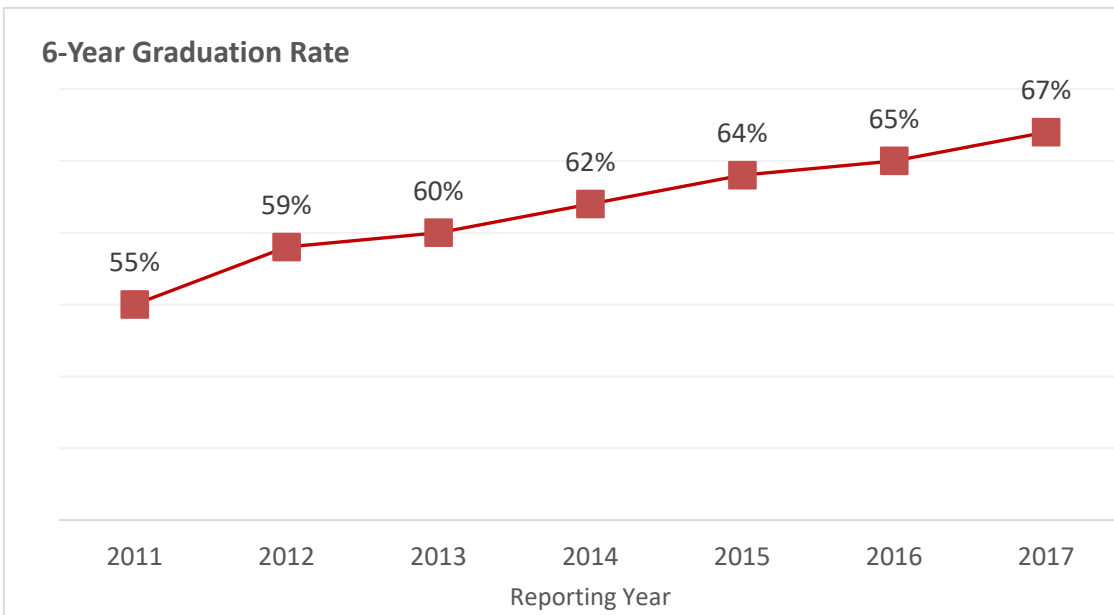
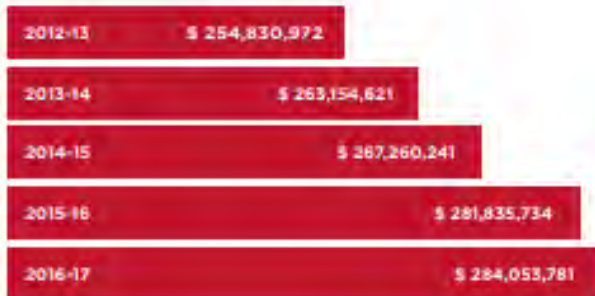


Figure 2.2: 6-Year Graduation Rate by Reporting Year, 2011-2017

From the combination of increased scholarships and helping student's access federal aid, the University is increasing the total amount of financial aid awarded to all students. The University understands that it must focus significant attention on student success by increasing access and timely completion with the use of financial aid strategies. The overall percentage of students served has increased from 68% in 2012 to 70% in 2016.

## Total Financial Aid

Total Financial Aid dollars awarded increased 11.5% over five years



## Scholarships

Total scholarship dollars awarded increased by 77.4% over five years.



Figure 2.3: Total Financial Aid and Scholarships Awarded

Starting in 2016, the Office of Scholarships and Financial Aid received a state grant to increase communication to students to encourage completion of the FAFSA. With the state grant money and the support of the institution, the Office increased its FAFSA completion rate by 36% since 2015. The Office of Scholarships and Financial Aid has completed 121 outreach events for current students, prospective students, and campus partners, educating them on the FAFSA application and the benefits of completing the application for maximum financial aid opportunities to cover the cost of attending the University. Data show there was a higher proportion of students who completed the FAFSA application for the 2016-2017 Academic Year than the previous year, 49% in 2016-2017. With the focus on access and completion, the University is dedicated to ensuring student success through leveraging financial aid dollars and investing in student support.

Over the last several years, the University has increased its efforts to identify, recruit and admit students that will be successful at the institution. Students are admitted through a holistic model, that looks beyond test scores and GPA. Through the holistic model the university has seen growth not only in diversity of our students but also in academic

preparedness. In 2017, the University welcomed the largest, most diverse and academically prepared freshman class in its history. The increase is a direct correlation to the amplified recruitment that the university has engaged in as well as the holistic admission model.

### ***A Strong Start: Learning Communities***

Forty-five percent of first-year students at the University of Utah enroll in a learning community. A Learning Community (LC) begins with a class or series of connected classes, where students develop critical skills in thinking, writing, and communication, build a network of friends, and connect with peer advisors, faculty mentors, and gain support for their academic success. In some programs, students engage with the community through unique hands-on projects. These

students earn General Education credit and make connections that put them on a path toward a successful college career. There are many Learning Communities on the U of U campus, including: LEAP, BlockU, Business Scholars, Humanities Scholars, Honors, Diversity Scholars, Beacon Scholars and Fine Arts companies or corps.

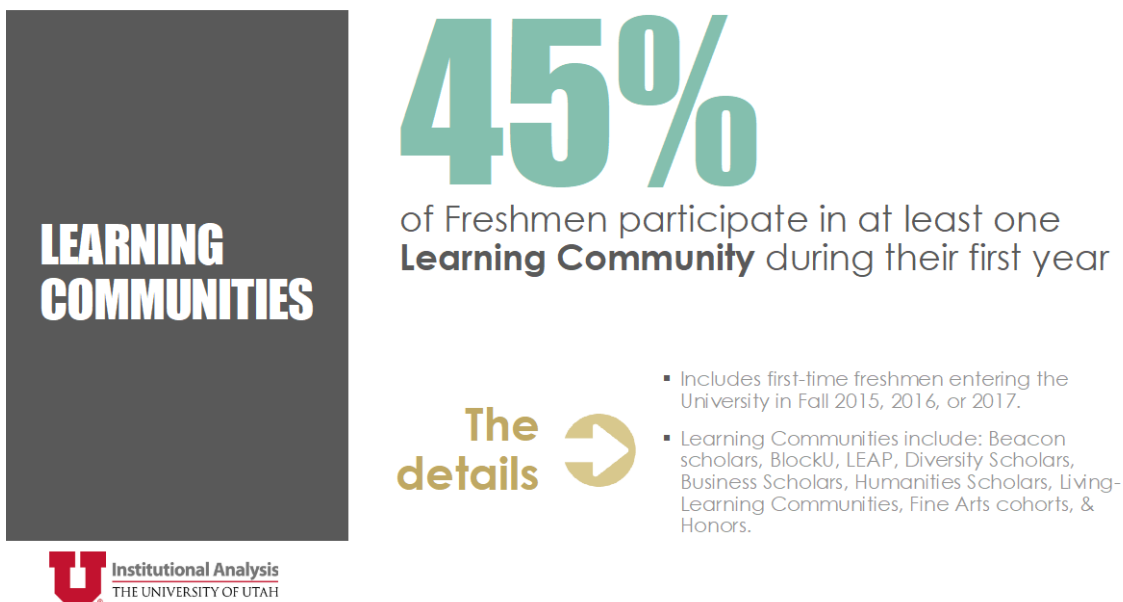
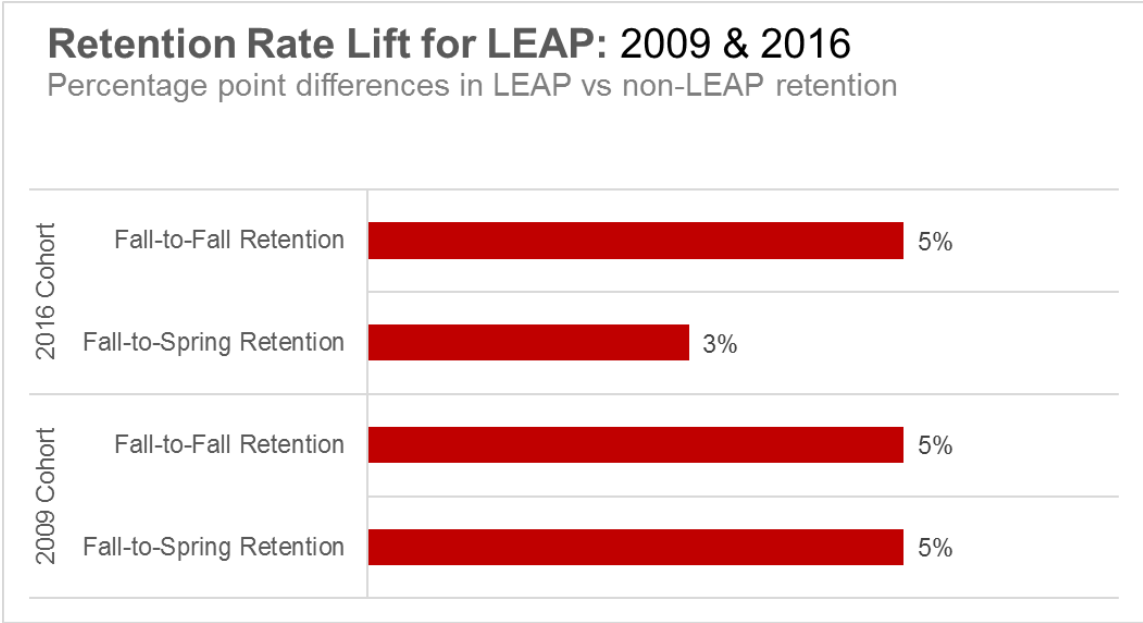


Figure 2.4: Learning Community Participation, Fall 2015-2017 First-Time Freshmen

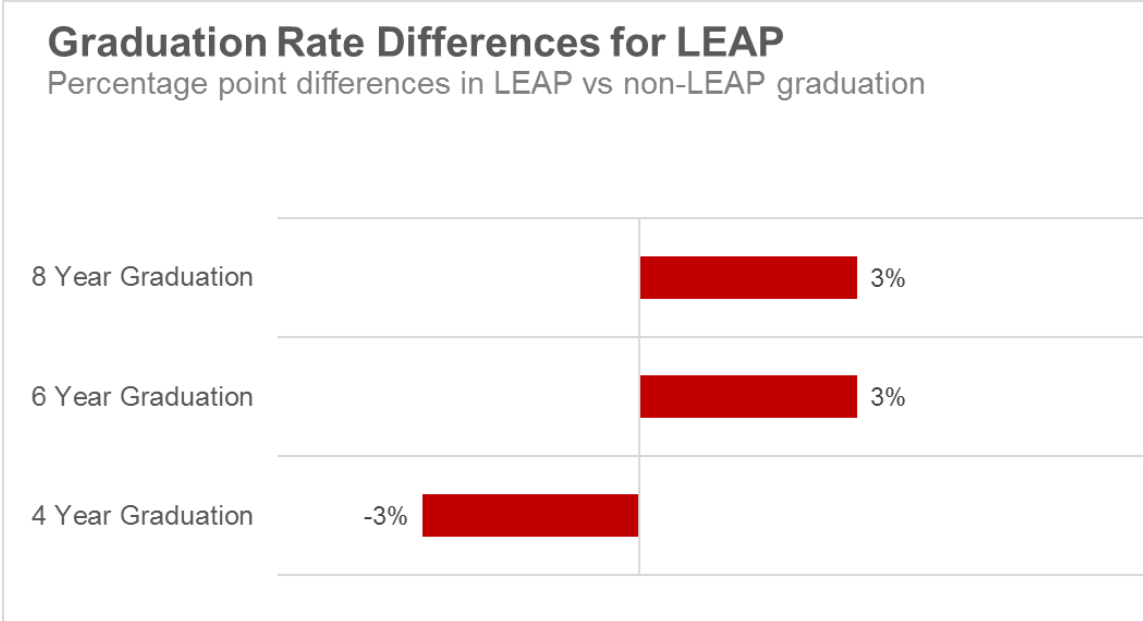
The **LEAP** program, established in 1998, is the University’s longest-running learning community, currently serving approximately 800 freshman each year and another 200 upper class persons for a total of more than 1,000 students. LEAP students have had consistently higher retention rates and 6- and 8-year graduation rates. When we compare LEAP to the entire non-LEAP population at the University we see a demonstrated impact (Figures 2.5 & 2.6).

### **Elevate and Guide Ambition: Academic Advising**

During the past three years the University has increased the number of advisors on campus and reduced the advisor student ratio from 349:1 in 2013 to 237:1 in 2017, reflecting a deep institutional commitment to strengthening this key element of support for both a student’s success and sense of belonging. The U has also implemented freshman and sophomore milestone advising. Using data analytics, or the “success index,” the University emphasizes three strategies that are proven predictors of future student success: Our larger academic advising team helps students choose majors sooner, register for an increased number of total credit hours, and register for classes (Writing and Math) that have an impact on progression. When students begin to define their major areas of study, our advisors engage them in developing a clear map forward. This personalized “Plan to Finish” process is executed by students and guided by advisors—ensuring that students’ roadmaps lead to their desired destinations.



*Figure 2.5: Retention Rate Lift for LEAP Students*  
 Source: Office of Budget and Institutional Analysis, University of Utah



*Figure 2.6: Graduation Rate Differences for LEAP Students*  
 Source: Office of Budget and Institutional Analysis, University of Utah

***Elevate and Guide Ambition: Student Success Advocates***

In addition to academic advisors, Student Success Advocates (SSAs) focus on providing University of Utah students with individualized, holistic support as they determine their definition of success as a college student. SSAs do not have offices; rather, they initiate



conversations with students in spaces commonly occupied by students – the library, classroom buildings, the Union, or riding public transportation to and from campus. Utilizing deep listening skills and their knowledge of college student development theory, SSAs work with individual students over time through consistent follow-up. SSAs support several institutional goals including: ensuring that all students receive mentoring and advising support; assisting students in developing a sense of belonging and purpose; and providing students with the guidance needed to compete their academic goals in a timely manner.

Student Success Advocates are expected to serve the entire University of Utah undergraduate student population. In the 2016-17 academic year eight SSAs had over 29,000 student interactions. These interactions occurred in-person, and via email, text and phone. In terms of scope, SSAs had over 6,000 unique interactions with students. SSAs use many approaches to connect with students including class visits, tabling at campus events, distributing snacks, and simply walking up to students and initiating conversations with them.

For the last four years, SSAs have been an important part of an institutional predictive analytics project. Predictive models are used to identify students with a 50% or lower probability of successfully completing their degrees at the University. SSAs engage in targeted outreach to these students in both fall and spring of their first year, offering support and advice for succeeding in college. The 11% of students who actively responded to these messages were shown to have higher rates of enrollment the following semester than those who did not. Since these interventions began, the University of Utah's first-to-second year retention rate has jumped more than five percentage points.

Institutional commitment to student success has been demonstrated by the Student Success and Empowerment Initiative and the hiring of the Student Success Advocate team, which includes twelve new positions over the past five years.

### ***Enhance Education with Experience***

Experiences beyond the classroom, what we call “Deeply Engaged Learning”, include undergraduate research, internships, scholars programming, community-engaged learning and learning abroad, to name a few. These opportunities ensure students can take full advantage of a flagship academic experience. Our aim is to involve every undergraduate with at least one such experience during their academic career. This opportunity presents students with a chance to discover more about their personal passions and their own career ambitions. Real-world experiences like these are the hallmark of a top tier research institution education. By the time they graduate, 58% of all University graduates have experienced at least one deeply engaged learning experience or learning community.

In conclusion, the multi-layer approach to student success at the University of Utah includes the recruitment of academically prepared students, the strategic use of financial aid, placement in first-year learning communities, the support of academic advisors, student success advocates and peer mentors, and engagement in high impact programs. When compared with our peers, our progress in both retention and completion is impressive and our 75% goal for six-year completion will inspire us to find more effective ways to motivate and support our students.

### **Part III: Year Seven Action Priorities**

Over the past six months, the University has experienced significant leadership change with a new President, a new Senior Vice President for Academic Affairs (SVPAA) and a new Senior Vice President for Health Sciences (SVPHS). Although the elevation of Ruth Watkins to President from SVPAA ensures some continuity, it is anticipated that the university will assess its priorities in ways that are likely to have implications over the coming years. This assessment will likely include evolution in the phrasing of strategic goals with concomitant sharpening of both performance indicators and strategic processes.

Such a strategic assessment is motivated by the following observations, and will encompass the following tactical priorities:

- A) The University Assessment and Accreditation Council review of institutional assessment is currently more robust regarding the Goals of *Promote Student Success to Transform Lives* and *Engage Communities to Improve Health and Quality of Life* than to the Goals *Develop and Transfer New Knowledge* and *Ensure Long Term Viability of the University*. Additionally, the council is currently structured to provide assessment data for accreditation, not to develop strategic recommendations to university leadership based upon the institutional benchmarks and thresholds. The University should consider developing a Strategic Council charged increasing coordination between assessment and planning, thereby providing yearly strategic recommendations to the President's Cabinet and, subsequently, the Board of Trustees.
- B) The University Assessment and Accreditation Council along with the Office of LOA need to improve consulting and engagement with individual units to ensure their core theme objectives, indicators and thresholds are updated on a regular basis, thereby ensuring that they continue to be meaningful to the University's strategic goals. Additionally, the University should develop policies for the cadence of periodic review and update of core theme objectives, indicators and thresholds, etc.
- C) The ubiquitous issue of the large variation in structure and format of assessment data across campus creates significant barriers toward the merging and tracking of data by OBIA. The University must expand the standardization of assessment data across campus, including the development of common data formats for assessment data, and easily accessible data visualization tools for accessing these data formats. We believe this can streamline the acquisition and archiving of institutional assessment data cross campus, and simultaneously increase ability of administration at multiple levels to view trends and develop strategic plans to support mission fulfillment.

## **Institutional Response to Commissioner's Year Seven Recommendations 2 & 3**

### **Year Seven Peer Evaluation Recommendation 2:**

*The evaluation committee recommends that the University of Utah allocate additional financial resources for measurable, direct student learning outcomes (Standards 2.C.1 and 2.C.2).*

In response to Year Seven Commissioner's Recommendation 2, the University has invested in the following resources for measurable, direct student learning outcomes:

1. Establishment of the Office of Learning Outcomes Assessment, and Appointment of Mark St. Andre and Ann Darling as Co-Directors of the Office of Learning Assessment. This office is charged with developing and embedding direct, robust student learning outcomes assessment into the curricular management of each academic program across campus.
2. Investment in the purchase and ongoing maintenance of the Quali software system for integrating Curriculum Management with Learning Outcomes Assessment Reporting.
3. Investment in the development, implementation and ongoing maintenance of The Learning Framework for University-wide assessment of direct student learning outcomes.

The results of these investments are detailed in our response to Year Seven Peer Evaluation Recommendation 3 (below) and Appendices A-F of this Mid-Cycle Self Evaluation Report.

### **Year Seven Peer Evaluation Recommendation 3:**

*The evaluation committee recommends that the institution continue to fully implement a student learning assessment plan that identifies quality standards for all programs. Student learning outcomes assessment should include direct measures of student learning. Additionally, the evaluation committee recommends that the institution use the results of its assessments for continuous improvement (Standard 4. A.1, 4.A.3, 4.A.4, 4.A.5, 4.A.6, 4.B.1, and 4.B.2).*

In response to Year Seven Commissioner's Recommendation 3, the University has accomplished the following:

1. **Spring 2012:** All departments developed a set of learning outcomes for each of their programs. The learning outcomes were reviewed and ratified by the departmental faculty of each program. See <http://learningoutcomes.utah.edu>.
2. **Spring 2013:** All instructors required to have learning outcomes on their syllabi.

3. **Summer 2015:** Created the Office of Learning Outcomes Assessment and clearinghouse website on program-level learning outcomes assessment. See <http://ugs.utah.edu/learning-outcomes-assessment/index.php>.
4. **Summer 2015 – Summer 2017:** The Office of Learning Outcomes Assessment supported a pilot project with the seven departments in the College of Social and Behavioral Sciences to develop and implement learning outcomes assessment plans.
5. **Summer 2015 – present:** The University expanded the learning outcomes assessment program to all colleges across campus (see Table 2). The Office of Learning Outcomes Assessment is currently working to develop and quantitatively assess learning outcomes improvement with departments in our two other large non-professionally accredited colleges: Humanities and Science.
6. **Spring 2017:** The University approved a Revision of University Policy 6-001 to implement uniform, mandatory Learning Outcomes Assessment (LOA) requirements and reporting requirements, and integrate LOA as an integral part of the management and administration of curricula across the University. The revised policy mandates a learning outcomes assessment report for each academic program as part of the 7-year Graduate Council program review cycle, and also an additional requirement for two interim reports. The new policy also specifies the need for direct student learning outcomes assessment in those reports. With this policy in place, the Office of LOA now contacts every program a year ahead of their 7-year Graduate Council program review to discuss the new assessment requirements of the review and works with them to ensure the assessment plans will be in place for the Graduate Council program review.
7. **Spring 2017, Fall 2017, and ongoing starting Fall 2018:** LOA is now providing semi-annual program-level learning outcomes assessment workshops where representatives from programs present their assessment ideas for feedback from participants or highlight their completed plans and reports. See “Assessment Workshops” box on the LOA web site. <http://ugs.utah.edu/learning-outcomes-assessment/index.php>.
8. **Fall 2017:** The University contracted with Quali (our curriculum management provider) to design a prototype for a Learning Outcomes Assessment Application to be part of our Learning Outcomes Management System (see Appendix F).
9. **Summer 2018:** The University of Utah’s Teaching and Learning Technology (TLT) office designed and built a working prototype for a Learning Outcomes-Assignment Associator tool for Canvas, our course management system (see Appendix E).

Given the new policy, office, resources, and processes that the University has established around student learning outcomes assessment, we believe we are situated to enable all departments to conduct regular assessments. Each department now knows that as part of its 7-year Graduate program review, it must report on the results of assessments conducted in the 3<sup>rd</sup> and 5<sup>th</sup> year. By the next NWCCU Year Seven Self Evaluation report (2022), a large majority of the University’s remaining departments should have assessment plans and reports that are being used to improve programs and outcomes for students.

As shown in Table 1 below, many of the programs on campus go through their own accreditation and are already doing meaningful learning outcomes assessment as part of those processes.

<b>College</b>	<b>Degree</b>	<b>Agency</b>	<b>Date Next Accredited</b>
<a href="#"><u>College of Architecture &amp; Planning</u></a>	M.Arch	<a href="#"><u>National Architectural Accreditation Board</u></a>	Next visit 2024
<a href="#"><u>College of Architecture &amp; Planning</u></a>	MCMP	<a href="#"><u>Planning Accreditation Board</u></a>	2021
<a href="#"><u>David Eccles School of Business</u></a>	Undergraduate/graduate/doctorate	<a href="#"><u>Association to Advance Collegiate Schools of Business</u></a>	2019-2020
<a href="#"><u>School of Dentistry</u></a>	DDS	<a href="#"><u>Commission on Dental Accreditation</u></a>	Next visit 2024
<a href="#"><u>College of Education</u></a>	ELP/Administration (MEd)/Elementary Education/K-6/Special Education	<a href="#"><u>Council for the Accreditation of Teacher Preparation</u></a>	Spring 2019
<a href="#"><u>College of Education</u></a>	School Psychology PhD	<a href="#"><u>American Psychological Association</u></a>	Spring 2019
<a href="#"><u>College of Education</u></a>	Counseling Psychology PhD	<a href="#"><u>American Psychological Association</u></a>	Spring 2019
<a href="#"><u>College of Engineering</u></a>	Biomedical Engineering BS	<a href="#"><u>ABET Engineering Accreditation Commission</u></a>	2021-2022
<a href="#"><u>College of Engineering</u></a>	Chemical Engineering BS	<a href="#"><u>ABET Engineering Accreditation Commission</u></a>	2021-2022
<a href="#"><u>College of Engineering</u></a>	Civil Engineering BS	<a href="#"><u>ABET Engineering Accreditation Commission</u></a>	2021-2022
<a href="#"><u>College of Engineering</u></a>	Computer Engineering BS	<a href="#"><u>ABET Engineering Accreditation Commission</u></a>	2021-2022
<a href="#"><u>College of Engineering</u></a>	Electrical Engineering BS	<a href="#"><u>ABET Engineering Accreditation Commission</u></a>	2021-2022
<a href="#"><u>College of Engineering</u></a>	Mechanical Engineering BS	<a href="#"><u>ABET Engineering Accreditation Commission</u></a>	2021-2022

<b>College</b>	<b>Degree</b>	<b>Agency</b>	<b>Date Next Accredited</b>
<a href="#"><u>College of Engineering</u></a>	Material Science Engineering BS	<a href="#"><u>ABET Engineering Accreditation Commission</u></a>	2021-2022
<a href="#"><u>College of Fine Arts</u></a>	Music	<a href="#"><u>National Association of Schools of Music</u></a>	2020-2021
<a href="#"><u>College of Fine Arts</u></a>	Dance	<a href="#"><u>National Association of Schools of Dance</u></a>	2024-2025
<a href="#"><u>Graduate School</u></a>	Professional Master of Science and Technology	<a href="#"><u>Keck Graduate Institute</u></a>	Affiliation Review in 2020
<a href="#"><u>College of Health</u></a>	Doctor of Audiology (Au.D)	<a href="#"><u>Council on Academic Accreditation</u></a> <a href="#"><u>American Speech-Language-Hearing Association</u></a>	2019-2020
<a href="#"><u>College of Health</u></a>	Master of Speech Language Pathology (SLP)	<a href="#"><u>Council on Academic Accreditation</u></a> <a href="#"><u>American Speech-Language-Hearing Association</u></a>	Fall 2020
<a href="#"><u>College of Health</u></a>	ESS/Phys Ed and Teacher Ed	<a href="#"><u>Council for the Accreditation of Educator Preparation</u></a>	Next visit Fall 2019
<a href="#"><u>College of Health</u></a>	Masters in Nutrition and Dietetics	<a href="#"><u>Accreditation Council for Education in Nutrition and Dietetics</u></a>	Next visit Fall 2022
<a href="#"><u>College of Health</u></a>	Master of Occupational Therapy (MOT)	<a href="#"><u>Accreditation Council for Occupational Therapy Education</u></a>	Next visit Spring 2018
<a href="#"><u>College of Health</u></a>	Dept. of Parks, Rec, Tourism (general, therapeutic recreation)	<a href="#"><u>NRPA's Council on Accreditation of Parks, Recreation, Tourism and Related Professions</u></a>	Congress 2018
<a href="#"><u>College of Health</u></a>	DPT, PhD Program	<a href="#"><u>American Physical Therapy Association</u></a>	Next visit Spring 2018
<a href="#"><u>College of Law</u></a>	JD	<a href="#"><u>American Bar Association</u></a>	Next Spring 2019
<a href="#"><u>School of Medicine</u></a>	M.D program	<a href="#"><u>Liaison Committee on Medical Education</u></a>	Review July 2013; Next visit Fall 2020
<a href="#"><u>School of Medicine</u></a>	Occupational health (MSOH)	<a href="#"><u>ABET Engineering Accreditation Commission</u></a>	Next visit Spring 2019; Next visit 2019

College	Degree	Agency	Date Next Accredited
		<a href="#"><u>Accreditation Council for Graduate Medical Education</u></a>	
<a href="#"><u>School of Medicine</u></a>	Medical Laboratory Science, Cytotechnology BS	<a href="#"><u>National Accrediting Agency for Clinical Laboratory Sciences</u></a>	Next visit Fall 2018
<a href="#"><u>School of Medicine</u></a>	Medical Laboratory Science, Medical Technology BS	<a href="#"><u>National Accrediting Agency for Clinical Laboratory Sciences</u></a>	Next visit Fall 2018
<a href="#"><u>School of Medicine</u></a>	Genetic Counseling MS	<a href="#"><u>American Board of Genetic Counseling</u></a>	Next visit Fall 2019
<a href="#"><u>School of Medicine</u></a>	Public Health-Graduate	<a href="#"><u>Council on Education for Public Health</u></a>	Review annually; Next visit Fall 2018,
<a href="#"><u>School of Medicine</u></a>	Physician Assistant Program MPAS	<a href="#"><u>Accreditation Review Commission on Education for the Physician Assistant</u></a>	Review 2014; Next visit Fall 2018
<a href="#"><u>College of Mines and Earth Science</u></a>	Geological Engineering BS	<a href="#"><u>ABET Engineering Accreditation Commission</u></a>	Next visit Spring 2019
<a href="#"><u>College of Mines and Earth Science</u></a>	Metallurgical Engineering BS	<a href="#"><u>ABET Engineering Accreditation Commission</u></a>	Next visit Spring 2019
<a href="#"><u>College of Mines and Earth Science</u></a>	Mining Engineering BS	<a href="#"><u>ABET Engineering Accreditation Commission</u></a>	Next visit Spring 2019
<a href="#"><u>College of Nursing</u></a>	Undergraduate/Graduate	<a href="#"><u>Commission on Collegiate Nursing Education</u></a>	Review Spring 2018; Next visit Fall 2019
<a href="#"><u>College of Nursing</u></a>	DNP	<a href="#"><u>Commission on Collegiate Nursing Education</u></a>	Review Spring 2018; Next visit Fall 2019
<a href="#"><u>College of Nursing</u></a>	Midwifery/Women's Health Nurse Practitioner Grad/Postgrad	<a href="#"><u>American College of Nurse-Midwives</u></a>	Next visit Fall 2018
<a href="#"><u>College of Pharmacy</u></a>	Pharm.D	<a href="#"><u>Accreditation Council for Pharmacy Education</u></a>	Next visit Spring 2019
<a href="#"><u>College of Science</u></a>	Chemistry- Undergraduate	<a href="#"><u>American Chemical Society</u></a>	Next visit fall 2020
<a href="#"><u>College of Science</u></a>	Mathematics (teaching)	<a href="#"><u>Council for the Accreditation of Educator Preparation</u></a>	Next visit fall 2018

<b>College</b>	<b>Degree</b>	<b>Agency</b>	<b>Date Next Accredited</b>
<u>College of Social and Behavioral Sciences</u>	Master of Public Administration MPA	<u>National Association of Schools of Public Affairs and Administration</u>	Review every 5 year; Next visit Fall 2022
<u>College of Social and Behavioral Sciences</u>	Clinical Psychology	<u>American Psychological Association</u>	Next visit Fall 2018
<u>College of Social Work</u>	BSW	<u>Council on Social Work Education</u>	Next visit Fall 2018
<u>College of Social Work</u>	MSW	<u>Council on Social Work Education</u>	Next visit Fall 2018

*Table 1: Professionally Accredited Colleges or Departments and Date of Next Accreditation*

Table 2 (next page) describes the progress we have made with those colleges and departments that are not professionally-accredited and where we want to make sure assessment of learning outcomes is happening regularly.



College/Department	First Contact	College/Dept Attended LOA Workshop	LOA met with Curriculum Committee	Drafted Assessment Plan	Completed Assessment Plan	Completed Assessment Report
<b>School for Cultural and Social Transformation</b>						
Ethnic Studies	✓	✓		✓	✓	
Gender Studies	✓	✓				
<b>College of Fine Arts</b>						
Art & Art History	✓			✓	✓	
Dance						
Film & Media Arts	✓			✓	✓	
Music						
Theatre						
<b>College of Humanities</b>			✓ (met with Associate Dean)			
Communication			✓			
English	✓	✓ (presenting in Fall '18)	✓			
History			✓			
Linguistics			✓			
Philosophy	✓	✓	✓	✓	✓	✓
World Languages/Cultures		✓ (presented)	✓			
Writing & Rhetoric Studies		✓ (presented)	✓	✓	✓	✓
<b>College of Mines</b>		✓	✓	✓	✓	✓
Atmospheric Sciences	✓	✓	✓			
<b>College of Science</b>	✓		✓ (met with Associate Dean)			
Biology	✓					
Chemistry	✓	✓ (presented)				✓ (on Gen Chem course)

Mathematics	✓	✓ (presenting in Fall '18)				
Physics/Astronomy	✓					
<b>College of Social and Behavioral Sciences</b>	✓		✓ (met with Associate Dean)			
Anthropology	✓		✓	✓	✓	
Economics	✓		✓	✓	✓	✓
Family/Consumer Studies	✓		✓	✓	✓	✓
Geography	✓		✓	✓	✓	
Political Science	✓	✓ (presented)	✓	✓	✓	✓
Psychology	✓	✓ (presented)	✓	✓	✓	✓
Sociology	✓		✓	✓	✓	✓

*Table 2: Non-Professionally Accredited Colleges or Departments and Assessment Progress and Work with the Office of Learning Outcomes Assessment (LOA)*

## **University of Utah Institutional Catalog**

The University of Utah Institutional Catalog is a fully online continually updated catalog. The catalog can be found at [www.catalog.utah.edu](http://www.catalog.utah.edu).

## **Authors of the 2018 Mid-Cycle Self Evaluation Report to NWCCU**

*THE FOLLOWING INDIVIDUALS FACILITATED THE WRITING OF THE 2018 MID-CYCLE SELF EVALUATION REPORT*

**Dave Kieda**, Dean, The Graduate School

**Martha Bradley-Evans**, Senior Associate Vice President for Academic Affairs; Dean, Undergraduate Studies

**Daniel Reed**, Senior Vice President for Academic Affairs

**Cathy Anderson**, CFO & Associate Vice President for Budget and Planning

**Ann Darling**, Assistant Vice President for Undergraduate Studies, Co-Director Office of Learning Outcomes Assessment

**Mark St. Andre**, Associate 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

**Andy Weyrich**, Vice President for Research

**Mark Winter**, Executive Director, Office of Budget & Institutional Analysis

**Mike Martineau**, Director, Institutional Analysis

## Appendix A: Writing 2010 Program Assessment Report 2014-17 Summary

The goals of this assessment report were to:

1. Develop and refine a set of threshold competencies (learning outcomes) for the First-Year Writing series.
2. Assess how well students' writing meets the threshold competencies at the end of WRTG 2010.
3. Communicate student writing competency to university community, including faculty, administrators, parents, students, and other universities in the Utah system.
4. Revise curriculum to improve and support low-achieving threshold competencies.

The Threshold Competencies developed by the Department of Writing and Rhetoric Studies are functionally learning outcomes. They describe the skills that students need in order to be competent writers. These competencies are: source use, synthesis, rhetorical awareness, research skills, textual cohesion, and style and mechanics.

A rubric was developed for these competencies and used to score six examples of student work from each section of WRTG 2010, which amounted to 147 papers. Writing program and faculty were hired and trained as raters. Each paper was read by two raters and if their rating differed by more than 1 point on any of the criteria, a third rater was asked to review it. Figure 1 below shows the distribution of overall average scores on meaningful ranges of scores. A score of 1-1.5 was Below Minimal, 2 was Minimal, 2.5-3 was considered Meeting Threshold, and 3.5-4 was Above Threshold (Figure A.1).

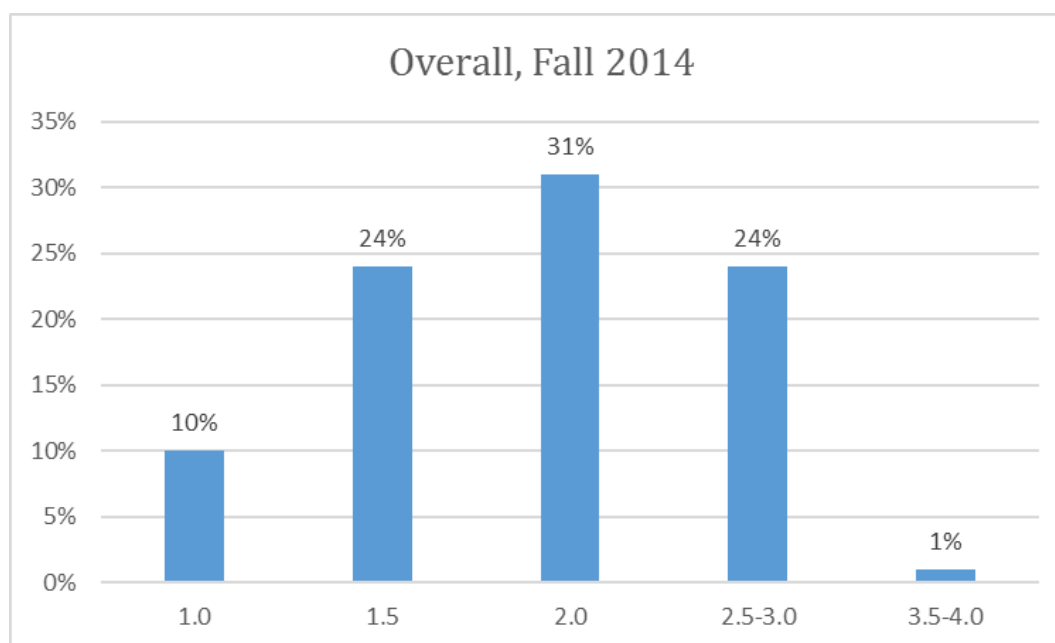


Figure A.1: Overall Average Score by Rating Group (n=147)

The scores were broken down into core competencies, revealing some interesting patterns. In the Fall 2014 assessment, we found that students' performance is the lowest on features of academic argumentation, especially synthesis and source use. In the next assessment (Spring 2015), we found that students were the strongest in the research skills competency. 44% are finding varied and high quality resources, and about 34% are making progress in doing secondary research. This is interesting, given the middling source use scores. This means that students are finding sources but struggling to figure out how to read, make sense of, and make use of the sources. We know that synthesis comes with comprehension and ownership over the material. Students can do the research, but they run into problems using the information and sources that they find.

These findings have led to innovations in teacher training. First of all, participating in the assessment, as many of the teachers do, helps them understand not only the stakes of writing instruction, but also the larger goals and standards for the program. Having read and rated more than 20 papers, instructors leave the assessment with a better sense of the focus and requirements of WRTG 2010. Using the assessment rubric and working on anonymous papers really drives home the major concepts and behaviors that drive WRTG 2010, helping instructors understand what they should be focusing on in their classrooms. In addition to the lessons learned directly from the assessment, these findings have required me to adjust the curriculum for the new instructor training. Now, in addition to the typical discussions of pedagogy, we have more and targeted instruction in teaching source use and synthesis, including reading articles on source use, synthesis, best pedagogical practices, and grade norming. New teachers develop a robust tool kit for teaching and assessing source use and synthesis, following along with the scaffolding that is built into WRTG 2010 itself. Instructors are themselves asked to participate in writing assignments that require synthesis and strong source use. As they experience the processes themselves, they are asked to reflect on the process, thus influencing how they teach synthesis in their classes.

For the next round of assessment, a survey will be added that will be distributed to all WRTG 2010 students, allowing us to get at some more of the more or less tacit knowledge that students acquire in WRTG 2010. This survey will be crafted to get at the socio-rhetorical knowledge that students gain in a writing class.

# **Appendix B: Economics BA/BS – Programmatic Learning Outcomes Assessment Report for Academic Year 2016-2017: Pilot Assessments**

Draft version June 2017

*Discussed and approved by departmental UG committee 9/6/2017.*

The faculty of the Department of Economics, in a general meeting in March 2016, approved programmatic **Learning Outcomes** in three general categories:

1. Knowledge Base;
2. Scientific Inquiry, Critical Thinking and Quantitative Reasoning; and
3. Communication Skills and Professional Development.

Successful performance in each of these categories ensures that a graduating major understands deeply the key concepts of the discipline; can apply those concepts, along with quantitative tools, to phenomena in the world in order to draw conclusions about theory and policy; and can communicate their understanding and insights in a professional and persuasive way.

This report summarizes the (1) pilot assessment in the Fall of 2016, (2) the assessment procedure applied in this assessment cycle (Spring 2017), (3) the currently used LOAs, and (4) the assessment outcomes; and (5) proposes revisions to the procedures in light of outcomes, experience and further information on assessment procedures.

## **1 – Pilot assessment, Fall 2016:**

The pilot assessment during Fall of 2016 was conducted to gain first experience with identification of artefacts that are relevant with regard to the department’s learning outcomes. The pilot assessment focused on core courses (Econ 2010, 2020 and Econ 4020) as well as one focus area course (Econ 5470). The artefacts chosen covered all LOs (1.1.-3.2., see list in section 3 below as well as Table B.3).

## **2 - Assessment procedure:**

The assessment during Spring 2017 is the first after piloting assessments in the previous semester, and is the first to be run through a newly created Canvas “course.”

The UG committee (Chair, UG director, three faculty members) will be invited as TAs in the course, and instructors of to-be-assessed courses as students. In following semesters, as assessed courses as well as committee members rotate, participants in the course are enrolled as necessary.

In general, we will assess all four core theory courses and one course from each focus area. The latter three will rotate, so as to cover a variety of instructors and courses. Instructors will receive requests to electronically submit three selected artefacts on specific LOAs around midterm and finals time. For each artefact, these three selected pieces of student work should represent “excellent, good and bad” work. Handwritten student work should be scanned and appropriately labeled. The UG committee submits a report based on review

of these to the chair by June 30. (To identify relevant artefacts, please label files, for example, as “*ECON 4020 LO 1.1 excellent*” or “*ECON 4020 LO 2.1-2.3 poor*” if the artefact pertains to several LOAs. See the LOAs outlined below for detailed information.) The Canvas course provides space for discussion and feedback on LOAs as well as related procedures.

Courses assessed in Spring 2017 are listed in the following table:

<b>Spring 2017</b>				
			<b>Taught by</b>	<b>Assessed</b>
1	Core	<b>2010</b>	Bannister	x
2	Core	<b>2020</b>	Rada	x
3	Core	<b>4010</b>	Dugar	x
4	Core	<b>4020</b>	Mendieta-Munoz	x
5	FA/Metrics	<b>4650</b>	Sjoberg	x
6	Doc/Keynes	<b>5050</b>		
7	Doc/Doctrines	<b>5060</b>	Nukulkit	x
8	Doc/Marxian	<b>5080</b>	Cantekin	
9	His/ME	<b>5400</b>	Baraghoshi	
10	His/EU	<b>5410</b>		
11	His/China	<b>5420</b>		
12	His/Asia	<b>5430</b>	Li	x
13	His/LA	<b>5460</b>	Guerrero	
14	His/US	<b>5470</b>	Philips	

**Table B.1**

These courses are taught by instructors with different levels of experience. We will aim to cover all ranks in all years.

	Fall 2016	Spring 2017	Fall 2017
Instructor		1	
Lecturer	2	1	
Assistant	1	2	
Associate		3	
Full	1		

**Table B.2**



### **3 - Expected Learning Outcomes**

#### **1. Knowledge base:**

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how economic principles apply to socio-economic problems. Students completing *Principles* courses should demonstrate breadth of their knowledge and application of economic ideas to simple problems; students completing a baccalaureate degree should show depth in their knowledge and application of economic concepts and frameworks to problems of greater complexity.

*1.1. Describe key concepts, principles, and overarching themes in economics.*

*Artefacts to be collected from Econ 2010, Econ 2020, Econ 4010, Econ 4020*

*1.2. Differentiate fields and describe relevant applications.*

*Artefacts to be collected from Econ 2010, Econ 2020, Econ 4010, Econ 4020*

*1.3. Define and distinguish schools of thought.*

*Artefacts to be collected from Econ 2010, Econ 2020, Econ 4010, Econ 4020, History FA courses, Doctrines FA courses*

#### **2. Scientific inquiry, critical thinking and quantitative reasoning:**

The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing *Principles* courses should learn basic skills and concepts in describing economic phenomena, evaluating economic policy and critically examining societal interactions; students completing a baccalaureate degree should argue on these matters based on theory, formal models and empirical evidence.

*2.1. Use scientific reasoning to interpret economic phenomena.*

*Artefacts to be collected from Econ 2010, Econ 2020, Econ 4010, Econ 4020, Econ 4650*

*2.2. Demonstrate literacy in basic quantitative methods.*

*Artefacts to be collected from Econ 2010, Econ 2020, Econ 4010, Econ 4020, Econ 4650*

*2.3. Critically evaluate economic theories and their policy implications.*

*Artefacts to be collected from Econ 2010, Econ 2020, Econ 4010, Econ 4020, and History FA courses*

#### **3. Communication skills and professional development**

Students should demonstrate competence in writing, oral, and interpersonal communication skills. These skills are mainly developed in advanced major courses. Students completing a baccalaureate degree should demonstrate the ability to write a cogent scientific argument, explain scientific results, and develop these skills at greater depth. These skills refer to abilities that sharpen student readiness for postbaccalaureate employment, graduate school, or professional school.

*3.1. Demonstrate effective writing for different purposes.*

*Artefacts to be collected from History FA courses, Doctrines FA courses*

3.2. *Demonstrate effective presentation design.*

**Artefacts to be collected from History FA courses, Doctrines FA courses**

The above list of LOAs implies the following “assessment matrix,” meaning that the numbered LOAs in the three main categories *might* be assessed within all of the marked courses. This is relevant in the context of the assessment procedure applied in this cycle: instructors were asked to *self-select* student work and assign them to (possibly a set of) LOAs.

			Knowledge base			Scientific inquiry			Professional development	
			1.1.	1.2.	1.3.	2.1.	2.2.	2.3.	3.1.	3.2.
1	Core	<b>2010</b>	x	x	x	x	x	x		
2	Core	<b>2020</b>	x	x	x	x	x	x		
3	Core	<b>4010</b>	x	x	x	x	x	x		
4	Core	<b>4020</b>	x	x	x	x	x	x		
5	FA/Metrics	<b>4650</b>			x	x	x		x	x
6	Doc/Keynes	<b>5050</b>			x				x	x
7	Doc/Doctrines	<b>5060</b>			x				x	x
8	Doc/Marxian	<b>5080</b>			x				x	x
9	His/ME	<b>5400</b>			x			x	x	x
10	His/EU	<b>5410</b>			x			x	x	X
11	His/China	<b>5420</b>			x			x	x	X
12	His/Asia	<b>5430</b>			x			x	x	X
13	His/LA	<b>5460</b>			x			x	x	X
14	His/US	<b>5470</b>			x			x	x	X

**Table B.3**

**4 - Assessment outcomes**

We focus here on an overview. The artefacts have been reviewed and discussed by the chair and undergraduate director. In summary, artefacts do demonstrate students’ ability to engage the material in line with the learning outcomes delineated above. However, the sheer number of artefacts made a more comprehensive and formal review burdensome. Further, the distribution of LOs across assessed courses is uneven. In light of these observations, the following section suggests revisions to assessment procedure, to be discussed by the UG committee at the beginning of the next assessment cycle (Fall 2017).

	MIDTERM ARTEFACTS		Knowledge base			Scientific inquiry			Professional development	
			1.1.	1.2.	1.3.	2.1.	2.2.	2.3.	3.1.	3.2.
1	Core	2010	x	x	x	x	x			
2	Core	2020	x	x	x	x	x			
3	Core	4010				x	x			
4	Core	4020	x			x	x	x		
5	FA/Metrics	4650				x	x			
6	Doc/Keynes	5050								
7	Doc/Doctrines	5060								x
8	Doc/Marxian	5080								
9	His/ME	5400								
10	His/EU	5410								
11	His/China	5420								
12	His/Asia	5430							x	x
13	His/LA	5460								
14	His/US	5470								

**Table B.4:** Midterm artefacts from assessed courses and the LOAs they cover.

	FINAL ARTEFACTS		Knowledge base			Scientific inquiry			Professional development	
			1.1.	1.2.	1.3.	2.1.	2.2.	2.3.	3.1.	3.2.
1	Core	2010	x	x	x	x	x			
2	Core	2020	x	x	x	x	x			
3	Core	4010				x	x			
4	Core	4020	x			x	x	x		
5	FA/Metrics	4650				x	x			
6	Doc/Keynes	5050								
7	Doc/Doctrines	5060			x				x	
8	Doc/Marxian	5080								
9	His/ME	5400								
10	His/EU	5410								
11	His/China	5420								
12	His/Asia	5430								x
13	His/LA	5460								
14	His/US	5470								

**Table B.5:** Finals artefacts from assessed courses and the LOAs they cover.

## **5 - Proposal for assessment revisions**

This section provides a summary of proposed revisions to the LOAs and related procedures. The intent is to further simplify and clarify the assessment process. To that end, the UG committee is tasked to focus on the *assessment procedures* rather than the *learning outcomes*. The proposed revisions are based on our experience, information posted on the University's LO [website](#), as well as "best practices" by other units, as gleaned from the UGS (and newly formed *Office of Learning Outcomes Assessment*) workshop on LOAs in

April 2017. These proposed revisions need to be discussed by the UG committee in the department before the next assessment cycle begins.

1. **Disperse and differentiate LOAs across the assessment matrix** (Table 2-1).  
The assessment matrix is “top-left” heavy: the majority of LOAs under headings 1 and 2 are assigned to core courses, and most LOAs covered in FA courses are “communication-related.” This seems unnecessary. By assigning LOAs to courses, the committee should consider the question *whether this topic is covered in the class*, as well as *whether these are primary or secondary learning activities*. Hence, the matrix can be quite densely populated with “P” for primary activities, and “S” for secondary. However, neither designation implies assessment in any given cycle:
2. **Assess each LO in one course per cycle.**  
To simplify the assessment process, each LO should be assessed only *once per cycle*. Presumably, the assessed goals should be *primary* in the respective course. The UG chair/committee assigns goals and courses on a rotating basis in order to cover core courses, FA courses, possibly select electives, and different instructor levels. This method ensures that all goals are assessed each year, but the burden on instructors and reviewers is limited. This further has the advantage that *discussion* of artefacts and assessment outcomes could be more in-depth. To match the assessed courses (currently 7) with LOAs (currently 8), the committee could either eliminate/consolidate one LO, or add an elective each year to the assessment cycle; or find some equivalent procedure.
3. **Assign “course stewards:”**  
The UG committee should seek to assign to each course on the roster a faculty member (of any rank) as a course steward. The course steward should supervise assignment of primary and secondary learning outcomes to her course. A course steward might further facilitate information dissemination and serve as a point of contact for graduate instructors of the specific course.
4. **Assess only once per semester.**  
There seems to be little added benefit to assessing midterm and finals artefacts. It would make sense to collect *one* set of artefacts towards the end of the course, to cover *one LO*.
5. **Augment assessment of three artefacts with summary statistics & overview of assignment.**  
Suppose the department targets eight LOs, one each in eight courses, with three artefacts collected once per semester. Instructor submits three artefacts and an overview sheet of the student work selected: how does it apply to the LO? What are the average grades? Did students overall do well, or where did they not understand the assignment or material substance? Can improvements be made? In this manner, instructors select *one* set of artefacts with its summary in response to their LO assigned by the UG committee; and the committee has to review 24 artefacts with 8 summaries to support that.

## **Appendix C: Political Science BA/BS Learning Outcomes Assessment**

This pilot project was used to test the proposed method of collecting and evaluating assessment data for the undergraduate BA and BS degrees in Political Science.

### **Assessment Plan and Pilot Test**

The department's assessment plan involves collecting student papers from POLS courses taught at the 5000 level during the fall and spring semester of each year and sampling approximately 100 of those papers for evaluation by the faculty serving on the Undergraduate Studies (UGS) committee each year (25 papers per faculty assuming four on the committee each year). The 5000-level POLS courses were chosen because all majors are required to take at least three 5000-level POLS courses as part of the major. The intent is to use the 5000-level courses as a basis for assessing the summative performance of political science majors. After each year's evaluation, the director of the UGS committee will draft a brief report of the assessment for that year to be submitted to the department chair. After three years of data have been accumulated, the UGS will examine the results from the yearly reports and provide recommendations to the chair and the faculty regarding changes in curriculum or instruction.

In order to see whether this assessment plan was viable, the UGS committee recommended that a pilot test be carried out using data from spring semester 2016. The report is based on the data from that pilot test.

### **Learning Outcomes in Political Science**

The faculty had previously approved the following expected learning outcomes for the BA and BS degrees in political science.

Students who graduate with a major in political science should:

1. Demonstrate an understanding of fundamental political ideas, institutions, policies, and behavior in the United States, other countries, and internationally;
2. Demonstrate an understanding of major concepts, theories, approaches to research in the study of politics;
3. Be able to identify, analyze, and assess information from a variety of sources and perspectives;
4. Be able to formulate an argument and express that argument clearly and cogently both orally and in writing;
5. Have sufficient ability in a foreign language to enhance their knowledge of the culture and politics of nations or people outside the United States [BA only]; have sufficient understanding to evaluate and apply numerical data in the context of social scientific analysis [BS only];

6. Be prepared for entry level jobs in the public, private, or nonprofit sectors, or to undertake graduate study in an academic or professional program;
7. Possess the research and communication skills necessary to understand and participate in the world of politics.

The department's assessment plan proposed that five of the seven outcomes (numbers 1, 2, 3, 4, and 7) be evaluated simultaneously using evidence from existing papers submitted in 5000-level political science classes. The plan did not attempt to assess learning outcome 5 which was intended to capture the difference between the BA and BS degree (see recommendations below). The plan also did not attempt to assess outcome 6 since other evidence (such as employment data for majors) would be more relevant to assess this outcome. In addition, this pilot test included a new learning outcome proposed by a UGS member that students "show a level of knowledge and critical thinking expected of a major."

The pilot test thus included six criteria to be evaluated using student papers as evidence:

- A. Shows understanding of political ideas, institutions, policies, or behavior in the US, other countries, or internationally;
- B. Uses major concepts, theories, or approaches to research;
- C. Identifies, analyzes, and assesses information from a variety of sources;
- D. Expresses an argument or thesis clearly in writing;
- E. Shows evidence of skills in research and communication;
- F. Shows level of knowledge and critical thinking expected of major.

The scale used for each criterion was a five point ordinal scale:

- 4 = Clear and consistent evidence of meeting criterion;
- 3 = Some evidence of meeting criterion;
- 2 = Limited or inconsistent evidence of meeting criterion;
- 1 = No evidence of meeting criterion;
- 0 = Not applicable.

### **Evidence Collection**

During spring semester 2016, 162 papers were collected from 11 of the 13 eligible 5000 level classes taught that semester. The term "paper" is used here in a general sense, the artifacts collected were a range of end-of-term submissions including traditional research papers, essay final exams, and a variety of other writing assignments such as project proposals, legal briefs, reports on political meetings, and short reviews of a book, theory, or concept. The eclectic nature of these writing assignments was intentional since

the purpose of this pilot test was to assess the types of writing that our students undertake in 5000-level courses. The papers were collected by contacting instructors of 5000-level POLS classes and asking whether they had an end of term assignment that would meet the criteria and whether they would be willing to share it for the assessment pilot. All instructors responded positively, but papers were not able to be obtained from two of the eligible courses for logistical reasons. Since most of the papers were submitted in Canvas as part of the regular class assignment, instructors were able to provide electronic copies of papers after they were submitted for the class. This method of collecting papers, however, was overly time consuming and should be automated by developing a function in Canvas to allow papers to be gathered for this purpose.

After all the papers were assembled, a random number generator was used to create two samples of 25 papers (a total of 50 of the 162 papers were used in the evaluation). The reason for creating two samples was specific to the pilot test: this balanced the number of papers that each faculty member had to evaluate at the level called for in the department's plan, while also providing a way to assess inter-rater reliability on a larger number of papers. Of the four faculty on the UGS committee, each was asked to assess 25 papers using a rubric consisting of the six ELOs and the ratings scale. Faculty were not given any training as to how to do the assessment beyond the general information on the purpose of the ratings and the rubric. The lack of "how to" instruction was intentional in order to have the pilot test be a "real world" test of how such evaluation would typically be done in the department.

## **Results**

The results revealed that student papers generally showed evidence of meeting our ELOs. Table 1 shows the result for each of the four faculty raters and the mean rating for papers given a rating of 3 ("some evidence of meeting criterion") or 4 ("clear and consistent evidence of meeting criterion"). These results indicate that papers from our 5000-level courses generally show a high level of understanding of political ideas, institutions, policies, or behavior (outcome A), evidence of research skill (E), and critical thinking (F). These papers showed somewhat less evidence of using a variety of sources (C) and using major concepts, theories, and approaches to research (B).

One point that was apparent to the faculty doing the assessment was that the variety of paper assignments made it more difficult to evaluate some types of papers on each learning outcome. For papers that were standard research papers, it was relatively easy to evaluate the paper on all of the outcomes whatever the substance of the paper. For papers that were tailored more specifically to a particular course, however, it was often more difficult to evaluate all the learning outcomes especially the outcome on identifying, analyzing, and assessing information from a variety of sources (outcome C). For example, some of the papers being evaluated asked students to critique a book or a particular theory. In contrast to a typical research paper, these assignments did not require or encourage students to use and/or evaluate a variety of sources and, as a result, led to differences in scoring. Some evaluators simply gave low scores for such papers on outcome C, while others scored this outcome as not applicable.

Table 1: Percentage of papers receiving a score of 3 or 4 by outcome and rater

Outcome	R1	R2	R3	R4	Mean
A. Shows understanding	92	96	72	84	86
B. Major concepts	64	84	68	72	72
C. Variety of sources	60	88	52	72	68
D. Writing	84	84	60	60	72
E. Research skill	84	76	76	68	76
F. Critical thinking	80	88	68	84	80

Note: Rater 1 and rater 2 evaluated the same 25 papers (sample 1) and rater 3 and rater 4 evaluated the same 25 papers (sample 2).

Table 2: Two measures of inter-rater reliability for each criterion

Criterion	<b>Spearman's r</b>		<b>Krippendorff's alpha</b>	
	Sample 1	Sample 2	Sample 1	Sample 2
A	.52	.41	.15	.31
B	.17	.47	.08	.47
C	.36	.84	.31	.63
D	.33	.39	.31	.40
E	.43	.75	.30	.73
F	.21	.47	.08	.25

Note: Reliabilities are based on two independent ratings of 25 papers in each sample.



A goal specific to the pilot test was to evaluate inter-rater reliability. The results from our pilot test suggest that the level of inter-rater reliability was not high. Table 2 shows the inter-rater reliabilities for the two samples for each criterion using both Spearman's  $r$  as a measure of correlation for ordinal data and Krippendorff's alpha for ordinal data as a measure of inter-rater reliability. Since reliability should be .80 or above, these results suggest that only a couple of results approached a high level of reliability. The reliabilities would likely be improved by modifying how the department identifies or evaluates student writing assignments or by providing faculty with specific instructions as to how to apply the learning outcomes to different types of papers.

### **Actions and Recommendations**

Based on the results from the pilot test, the UGS committee made several recommendations to the political science faculty. First, and most importantly, the UGS recommended that the department continue with its proposed assessment plan. The UGS committee regarded the plan as feasible and likely to provide the department with worthwhile assessment data. In particular, the pilot test indicated that the yearly assessment based on a sample of approximately 100 papers would not be too onerous and that three years' worth of data would provide a reasonable amount of information from which to make recommendations regarding expected learning outcomes and any suggestions for changes to the major or curriculum.

The UGS committee also suggested several minor modifications to the department's expected learning outcomes and process for evaluating student papers. Based on the pilot test, the UGS made the following two recommendations to the faculty:

1. Make three minor modifications to the department's current expected learning outcomes:
  - a. Make the BA and BS learning outcomes the same by eliminating the learning outcome that refers to language skill (for BA) or quantitative skill (for BS).
  - b. Eliminate the phrase "both orally and" from our fourth learning outcome as it cannot be assessed with this method and it would be difficult to establish a means for assessment.
  - c. Add a new expected learning outcome that states all students should "Show a level of knowledge and critical thinking expected of major."
2. Modify the assessment procedure to better match student papers to the learning outcomes in order to improve inter-rater reliabilities. Specifically:

The proposed assessment rubric includes six outcomes: (A) Understanding of political ideas, institutions, policies, or behavior; (B) Understanding of major concepts, theories or approaches to research; (C) Identifies, analyzes, and assesses information from

a variety of sources, (D) Expresses an argument or thesis clearly in writing; (E) Shows level of knowledge and critical thinking expected of a major; and (F) Shows evidence of skills in research and communication.

After student papers are collected and sampled, each paper will first be classified as either a research paper or an argumentation paper. Research papers will be defined as those papers of ten or more pages that investigate a single topic using a range of sources. Argumentation papers are defined as papers of a generally shorter length that are intended as specific, directed projects for students. Research papers would be assessed using all learning outcomes while argumentation papers would be assessed on all criteria except for outcome C because such writing assignments often do not require information from a range of sources.

The faculty discussed these recommendations at a meeting in March 2017 and voted to approve the department's assessment plan with these modifications to the department's expected learning outcomes and assessment procedures.

## **Appendix D: Sociology Program Learning Outcomes Assessment - Spring 2018**

This report summarizes the Department of Sociology's expected learning outcomes (ELO) assessment for Spring 2018.

### **BACKGROUND**

In February 2015, the Department of Sociology adopted five ELOs and developed an assessment plan to gauge how well students are meeting these objectives. The five ELOs for the BA and BS degrees in Sociology are as follows:

- ELO 1: Understand what sociology is, as a social science discipline;
- ELO 2: Utilize sociological theories to guide research and improve understanding of social phenomena and human behavior;
- ELO 3: Learn to use a variety of research methods as a means of understanding the social world and human interaction;
- ELO 4: Apply sociological and social-science perspectives to the understanding of real-world problems or topics (e.g., issues of diversity, health, globalization, crime & law, sustainability); and
- ELO 5: Communicate effectively about sociological issues, making well-organized arguments supported by relevant evidence.

In Spring 2017, the Undergraduate Committee assessed two of these five learning outcomes: ELO 1 and ELO 3. For each of these outcomes, the Committee had two separate reviewers evaluate one set of assignments. Although the Spring 2017 report concluded that sociology classes are meeting the learning outcomes, it also noted that reviewers often disagreed in their evaluations. It further suggested that future reports should incorporate more reviewers and include more assignments.

### **CURRENT EVALUATION**

In Spring 2018, the Undergraduate Committee undertook to evaluate the Department of Sociology's remaining ELOs: 2, 4, and 5. Based on the recommendations of the Spring 2017 report, the Committee solicited two sets of student artifacts—obtained from different classes—for each outcome, and used three raters instead of two to evaluate these artifacts. Thus, for each ELO, three reviewers independently rated the same 12 student artifacts (six for each of two courses).<sup>1</sup>

In December 2017, the Director of Undergraduate Studies (DUGS) asked instructors from Spring

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<sup>1</sup> There is one exception: two raters for ELO 4 offered artifacts from their own courses to be evaluated. Their ratings of the artifacts from these courses are removed, leaving two sets of scores (even though their initial evaluation of “high-,” “intermediate-,” and “low-quality” work did not always align with their subsequent ratings of the same work).

and Fall 2017 courses to submit updated ELO/Outcome Assessment matrices indicating which of the five ELOs (if any) their courses addressed and how they assessed these ELOs. The DUGS used these matrices to identify a sample of suitable courses for the Spring evaluation. Six courses were identified, two for each ELO under review. For each ELO, one elective course and one course required of all majors were selected. Only one lower-division course was included (the vast majority of courses in Sociology are upper division).

ELO 2	Upper-division required	Upper-division elective
ELO 4	Lower-division required	Upper-division elective
ELO 5	Upper-division required	Upper-division elective

The DUGS contacted the instructors for these courses, asking them to submit six student artifacts from assignments they used to evaluate the stated ELO. Instructors submitted two artifacts they deemed high quality, two intermediate quality, and two low quality. The artifacts consisted of written assignments, final papers, and essays. After anonymizing the artifacts, they were distributed to Committee members for their evaluations.

Evaluators were provided with a scoring sheet for rating the artifacts (see attached). These scoring sheets asked evaluators first to consider how well the assignment assesses the specified ELO. Then, for each of the six student artifacts, evaluators rated mastery of the ELO using the following four-point scale:

- 0 = Poor (There is no evidence that the ELO was addressed);
- 1 = Emerging/Low (Initial but substandard effort to address the ELO);
- 2 = Competent/Mid (ELO was achieved with reasonable proficiency); and
- 3 = Exemplary/High (Artifact demonstrates mastery of the ELO).

Evaluators were also asked to provide brief qualitative feedback to support their ratings.

## ANALYSIS

The first set of results consider levels of interrater agreement for each ELO under review. Table 1 reports Krippendorff's alpha reliability coefficients for reviewers' ratings. Three sets of coefficients are reported. The first column presents reliability coefficients among raters only. The second column includes the instructors' independent assessments of their students' work. Again, instructors were asked to provide two artifacts in each of three categories—"high," "intermediate," and "low"—based on how well they thought students performed with respect to the specified ELO. For the analysis, these categories were assigned scores of 3, 2, and 1, respectively. Because raters were able to assign an additional score of 0 (indicating that a given artifact did not address the ELO at all), reviewers' and instructors' ratings are not always directly comparable. To render them comparable, the last column uses reviewers' ratings after recoding all 0's (poor) to 1's (emerging/low), where applicable.

According to Krippendorff, an  $\alpha$  of .80 or greater represents an "acceptable" level of agreement. He further suggests that an  $\alpha$  of .67 is the "lowest conceivable limit" for which tentative

conclusions can be drawn.<sup>2</sup> On the basis of these thresholds, artifacts corresponding with ELO 4 show the highest level of reliability in the analysis. Across all available measures, the coefficients fall just short of the recommended threshold of .80. Conversely, reliability levels for ELOs 2 and 5 fall well below accepted thresholds for reliability.

Table 1. Krippendorff's alpha reliability coefficients

	Raters only	Raters plus plus	Raters plus instructor <sup>†</sup>
ELO 2	.481	.470	.439
ELO 4	.774	.770	n/a
ELO 5	.361	.493	.504

<sup>†</sup> For this analysis, ratings of 0 (poor) were recoded as 1 (emerging/low) to render them comparable with instructors' assessment of high, intermediate, and low artifacts. No coefficient is estimated for ELO 4 because none of the artifacts received a rating of 0.

To corroborate these findings, a second reliability analysis was performed using kappa interrater agreement scores. These scores vary from 0 (the amount of agreement is what would be expected to be observed by chance) and 1 (perfect agreement). Intermediate values can be interpreted as follows:<sup>3</sup>

< .00	Poor
.00 – .20	Slight
.21 – .40	Fair
.41 – .60	Moderate
.61 – .80	Substantial
.81 – 1.0	Almost perfect

As before, ELO 4 shows the highest degree of interrater reliability, with scores falling squarely in the moderate range. Both scores for the ELO 4 assessment also exceed conventional thresholds for statistical significance. Scores for the remaining ELOs were much lower by comparison, reaching only slight to fair levels of agreement.

<sup>2</sup> Klaus Krippendorff, "Reliability in Content Analysis: Some Common Misconceptions and Recommendations," *Human Communication Research*, vol. 30, no. 3 (2004), p. 429.

<sup>3</sup> J.R. Landis and G.G. Koch, "The Measurement of Observer Agreement for Categorical Data," *Biometrics*, vol. 33 (1977), p. 165.

Table 2. Combined kappa interrater agreement scores

	Raters only	Raters plus	Raters plus instructor <sup>†</sup>
ELO 2	.120*	.246***	.249**
ELO 4	.497**	.498***	n/a
ELO 5	.130	.243***	.327***

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$  (two tailed).

<sup>†</sup> For this analysis, ratings of 0 (poor) were recoded as 1 (emerging/low) to render them comparable with instructors' assessment of high, intermediate, and low artifacts. No

coefficient is estimated for ELO 4 because none of the artifacts received a rating of 0.

One benefit of kappa scores is that they can be disaggregated to determine where there is more or less agreement. Table 3 reports these disaggregated kappa scores. Consider, for example, ELO 2. Raters (and instructors) showed substantial agreement on artifacts they rated poor or low, but they did not agree as to what constitutes an intermediate or high degree of mastery. Likewise, raters for ELO 4 showed very high levels of agreement regarding low-level work, but they differed in their assessment of mid- and high-quality artifacts. Agreement was weakest with respect to ELO 5, where raters showed only a fair amount of agreement for artifacts deemed “low” but disagreed quite extensively across all other ratings.

Table 3. Disaggregated kappa interrater agreement scores

	Rating	Raters	Raters plus instructor <sup>†</sup>
ELO 2	Poor	.768***	n/a
	Low	.518**	.484***
	Mid	-.178	.063
	High	.000	.188
ELO 4	Poor	n/a	n/a
	Low	.822**	.880***
	Mid	.250	.250
	High	.395	.345*
ELO 5	Poor	-.091	n/a
	Low	.308*	.484***
	Mid	-.037	.121
	High	.182	.348**

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$  (two tailed).

<sup>†</sup> For this analysis, ratings of 0 (poor) were recoded as 1 (emerging/low) to render them comparable with instructors' assessment of high, intermediate, and low artifacts.

Do instructors and raters evaluate student mastery of ELOs similarly? Table 4 addresses this question by presenting rank-order correlations between instructors' and raters' scores. This metric confirms that agreement tends to be strongest for ELO 4, followed by ELO 5. Instructors and raters in these categories tended to assess student work in a similar fashion. Agreement is lowest, again, for ELO 2, where two raters in particular evaluated student artifacts differently from the instructors who submitted them.

Table 4. Rank-order correlations between instructors' and raters' scores

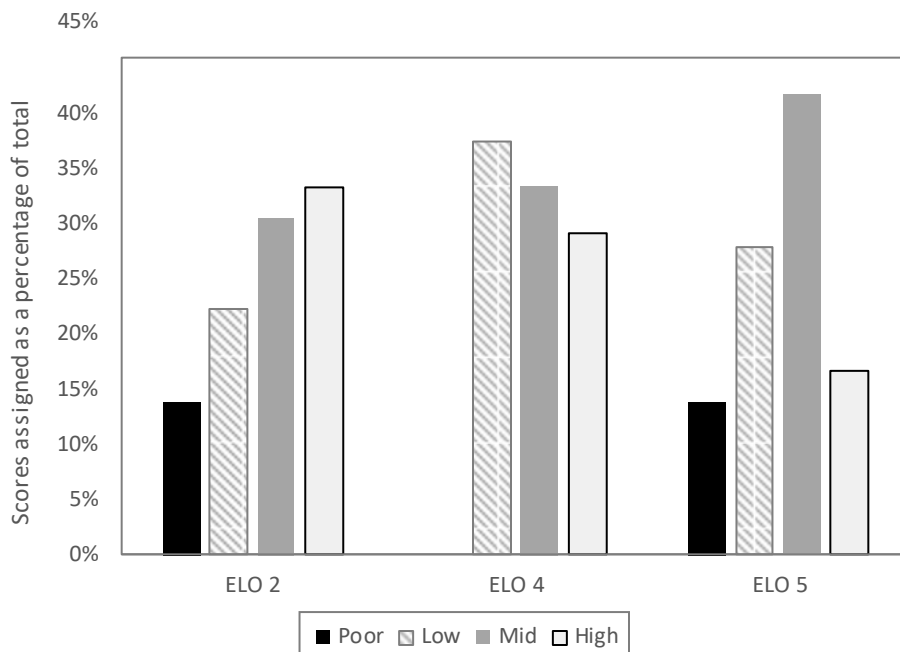
ELO	Instructor & Rater 1	Instructor & Rater 2	Instructor & Rater 3	Average correlatio
2	.32	.45	.68	.48
4	.75	.89	.71	.78
5	.83	.67	.60	.70

Interrater reliability analyses tell us the extent to which raters and instructors agree in their evaluations of student work, but they do not provide information about the substance of these evaluations. Based on the samples of work provided, how well are students performing with respect to each ELO? Figure 1 plots the percentage of ratings falling into each category—poor, low, mid, and high—for each learning outcome. Although raters showed little agreement in their evaluations of artifacts for ELO 2, the modal rating was nevertheless “high,” followed closely by intermediate scores. That is, most submitted artifacts for this learning outcome were deemed either proficient or exemplary. In contrast, although raters showed much higher agreement in the scores they assigned to ELO 4 artifacts, they also agreed that the majority of this work evinced substandard levels of achievement. Artifacts for ELO 5 were most likely to be scored proficient, followed by substandard.

### SUMMARY AND RECOMMENDATIONS

These analyses suggest an acceptable level of interrater agreement for ELO 4, regarding the application of sociological and social-science perspectives to the understanding of real-world problems or topics. However, raters tended to agree that students were not always successful in achieving this learning outcome. Agreement was much weaker with respect to ELOs 2 and 5—pertaining, respectively, to the utilization of sociological theories to guide research and effective communication about sociological issues.

Figure 1. Composition of ratings across ELOs





Going forward, the faculty may need to discuss how these ELOs are interpreted and assessed, with the goal of generating more agreement across instructors, courses, and raters. There seems to be at least tacit agreement regarding what constitutes low-quality work, but it is apparently more difficult to identify work that is proficient or exemplary.

As part of this discussion, it may be fruitful to revisit the ELOs with an eye toward distinguishing them more forcefully from one another. This seems especially relevant for ELOs 2 and 4. What does it mean to “utilize sociological theories” and “apply sociological perspectives”? How are theories and perspectives different? In qualitative feedback, reviewers noted that assignments designed to assess ELO 2 were perhaps not always well-suited to the task, precisely because they asked students to consider sociological perspectives and concepts rather than theories *per se*.

It may also be useful to standardize the department’s assessment procedures and methodologies, which would permit longitudinal analyses in the future. It is essential to compile and analyze comparable data over time to establish trends and track progress (or the lack thereof). In light of this suggestion, the Committee recommends reanalyzing ELOs 1 and 3 next spring using the framework established in this report.

Evaluations should continue to use at least two samples of student artifacts for each ELO under review, and to assign at least two (and preferably three) raters to each set of artifacts.

The Committee might also consider abandoning the practice of soliciting “stratified samples” of student artifacts from instructors. This strategy primes reviewers to expect patterned variation in the artifacts they evaluate, and they may attempt to rate those artifacts accordingly. Raters know *a priori* that they will be given two examples each of high-, intermediate-, and low-quality work for review, and this knowledge may bias their own independent assessments of the artifacts. If anything, this approach may overstate levels of interrater agreement. It might be useful to inject more variation into the samples, if only to keep reviewers “guessing.” For example, without being told, reviewers might be given three examples of substandard work, two examples of exemplary work, and only one example of work deemed intermediate in quality. These ratios could then be varied across samples.

It is also advisable to develop explicit rubrics for evaluating student mastery of ELOs, in order to improve interrater reliability but also to guide instructors as they design student assessments.

Finally, we offer a few points to consider based on our review of the ELO/Outcomes Assessment matrices submitted by instructors. These matrices sometimes indicated that class discussions were used to evaluate mastery of ELOs. Classroom observations may therefore need to be incorporated into the yearly evaluation. Moreover, some matrices indicated that multiple-choice exams were used to assess ELO 5, pertaining to communication. It is difficult to see, *prima facie*, how a multiple-choice format is suited to the evaluation of this type of learning objective. Some discussion as to what kinds of assessments best correspond with different ELOs might be useful.

Your name: \_\_\_\_\_

Date of assessment: \_\_\_\_\_

**ELO 2: Utilize sociological theories to guide research and improve understanding of social phenomena and human behavior**

**Artifact #1**

How well does the assignment assess the specified ELO?

Rate each of the six student "artifacts" (examples of student work) below.

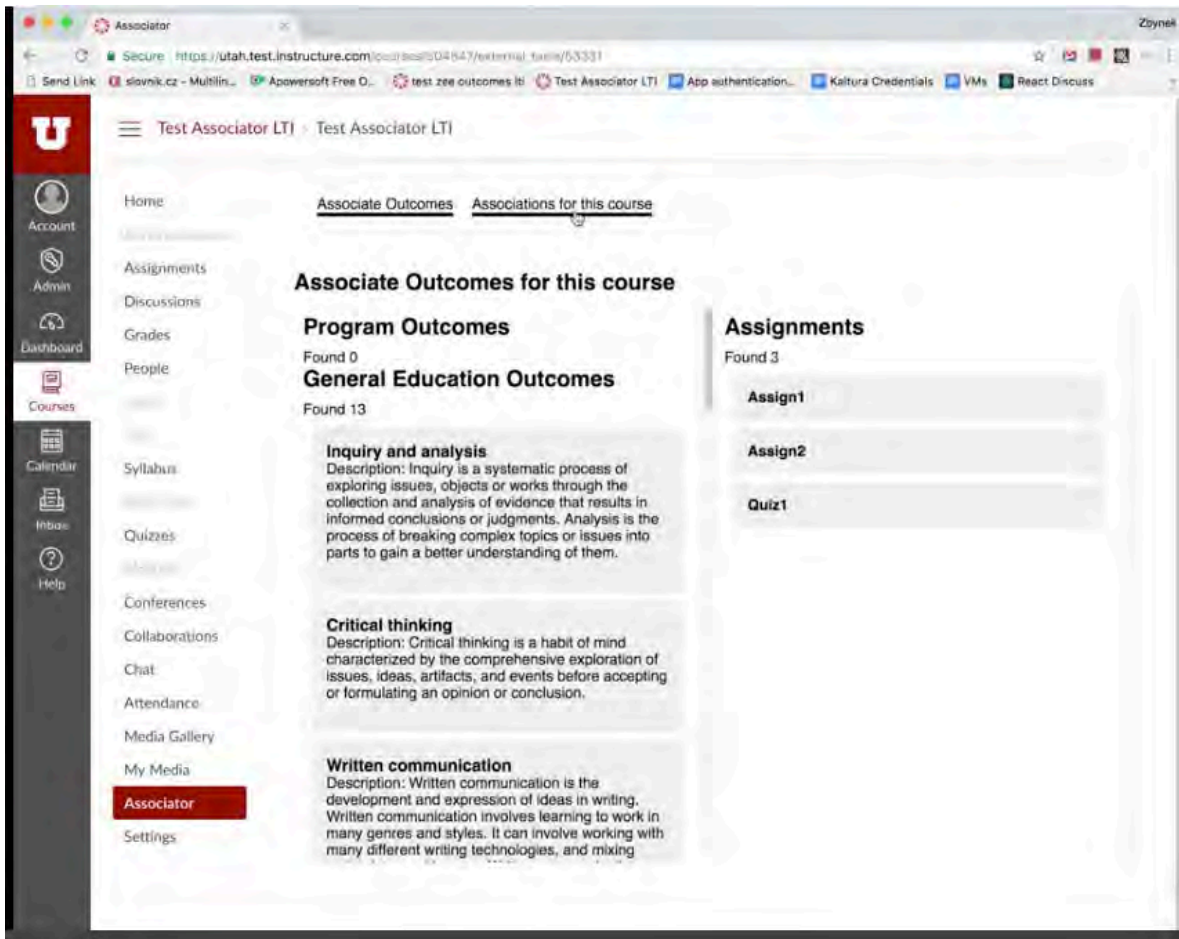
Rate the student's mastery of the ELO.	<b>0 = Poor</b> There is no evidence that the ELO was addressed	<b>1 = Emerging/Low</b> Initial but substandard effort to address the ELO	<b>2 = Competent/Mid</b> ELO was achieved with reasonable proficiency	<b>3 = Exemplary/High</b> Artifact demonstrates mastery of the ELO
--	--	--	--	---

<b>Artifact 1-A</b>	Circle a rating and provide feedback to justify it	0	1	2	3
<b>Artifact 1-B</b>	Circle a rating and provide feedback to justify it	0	1	2	3
<b>Artifact 1-C</b>	Circle a rating and provide feedback to justify it	0	1	2	3
<b>Artifact 1-D</b>	Circle a rating and provide feedback to justify it	0	1	2	3
<b>Artifact 1-E</b>	Circle a rating and provide feedback to justify it	0	1	2	3
<b>Artifact 1-F</b>	Circle a rating and provide feedback to justify it	0	1	2	3

Additional comments regarding your assessment	
---	--

# Appendix E: University of Utah Learning Outcomes Associator LTI Tool

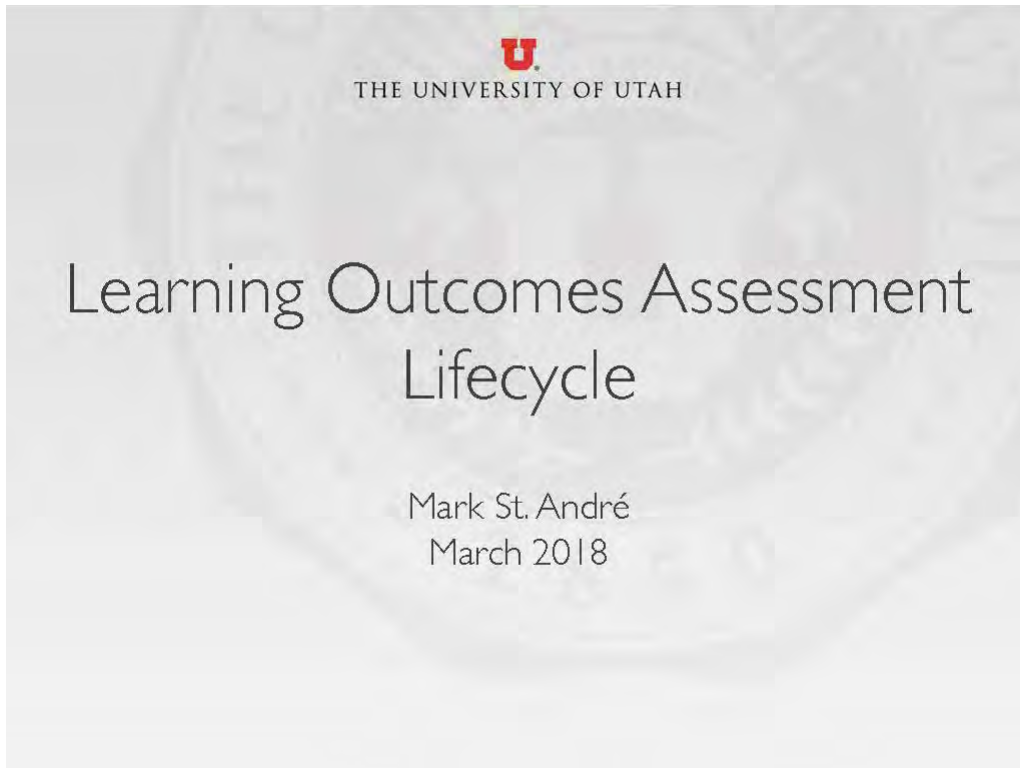
## Prototype Screen Shots



The screenshot shows a web browser window with the URL `https://utah.test.instructure.com/courses/504547/external_tools/53331`. The page title is "Test Associator LTI". The left sidebar contains navigation options: Home, Account, Assignments, Discussions, Grades, People, Syllabus, Quizzes, Conferences, Collaborations, Chat, Attendance, Media Gallery, My Media, **Associator**, and Settings. The main content area shows the "Associations" section for the course, with a sub-tab "Associations for this course". It displays "Found 3" associations:

- Association ID: 5b341d1dc755441491947b3a**  
Canvas Course ID: 504547  
Canvas Assignment Name: Assign2  
Outcome: Critical thinking
- Association ID: 5b341d23c755441491947b3c**  
Canvas Course ID: 504547  
Canvas Assignment Name: Assign2  
Outcome: Written communication
- Association ID: 5b341d2dc755441491947b3d**  
Canvas Course ID: 504547  
Canvas Assignment Name: Assign1  
Outcome: Information literacy

# Appendix F: Learning Outcomes Assessment Prototype



### Undergraduate Learning Outcomes Assessment

[Click here](#) if you are looking for 7-Year Review and Interim Report Assessments and [here](#) to see the Guidance for Creating a Curriculum Management Plan document

Student learning is the focus of everything we do at the University of Utah. All of our programs are designed to enhance what students know, believe and are able to do in the world around them. In this way, student success is measured not only by how efficiently students attain their degrees but how much they learn along the way.

The goal of the Office of Learning Outcomes Assessment is to work with colleges and departments to develop learning outcomes assessment plans and provide resources for collecting, analyzing and reporting data. This will help the University document



**Assessment Workshops**  
[Spring 2017 Workshop Summary](#)  
[Fall 2017 Workshop Summary](#)

- [Home](#)
- [College of Architecture and Planning](#)
- [College of Education](#)
- [College of Engineering](#)
- [College of Fine Arts](#)
- [College of Health](#)
- [College of Humanities](#)
- [College of Mines and Earth Sciences](#)
- [College of Nursing](#)
- [College of Pharmacy](#)
- [College of Science](#)
- [College of Social and Behavioral Science](#)
- [College of Social Work](#)
- [David Eccles School of Business](#)
- [Honors College](#)

## College of Social and Behavioral Science

### Political Science

## B.A. in Political Science

### Program Purpose

To prepare students to be broadly knowledgeable about the world of politics and to possess the necessary research and communication skills to continue to learn about and be active participants in politics. Students should be prepared for a range of entry level positions in the public, private, or nonprofit sectors, or to undertake graduate study in an academic or professional program.

### Learning Outcomes

- demonstrate an understanding of fundamental political ideas, institutions, policies, and behavior in the United States, other countries, and internationally;
- demonstrate an understanding of major concepts, theories, and approaches to research in the study of politics;
- be able to identify, analyze, and assess information from a variety of sources and perspectives;
- be able to formulate an argument and express that argument clearly and cogently in writing;
- show a level of knowledge and critical thinking expected of a major;
- possess the research and communication skills necessary to understand and participate in the world of politics;
- be prepared for entry level positions in the public, private, or nonprofit sectors, or to undertake graduate study in an academic or professional program.



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## Problem

How to facilitate assessment of learning outcomes without having to spend the immense amount of time required to:

- Identify assignments that meet outcomes
- Access and download student work
- Organize and distribute student work to an assessment committee
- Assess student work with a rubric
- Create tables for reporting.



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## Solution

We contracted with Kualu, our curriculum management provider, to build a prototype for a Learning Outcomes Assessment Application that allows users to:

- Query a database of learning outcome-assignment associations
- View student artifacts on those assignments
- Assign artifacts to faculty on assessment committee
- Build or access existing rubrics to evaluate student work.
- Build tables to show the outcomes of reviews.



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1. Learning Outcomes entered into Quali Curriculum Management (CM)
2. Sync Quali with Canvas account
3. Align learning activities in Canvas with learning outcomes
4. LO Assessment app accesses Canvas account and presents assignments for the relevant learning outcome
5. Learning outcomes assessed, reports generated in LO App
6. LO App updates Quali CM learning outcome assessment info

## Learning Outcomes Assessment Lifecycle



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## Learning Outcomes Assessment Application Prototype

ASSESSMENT NAME	DEPARTMENT	# CLASSES	SEMESTER	ASSIGNMENTS	REVIEWED
English 1200 Assessment	ENGL	5	Spring - Fall / 2017	5	0%
English 2040 Assessment	ENGL	8	Spring - Fall / 2017	10	90%
English 2050 Assessment	ENGL	3	Spring - Fall / 2017	5	75%
English 2095 Assessment	ENGL	11	Spring - Fall / 2017	15	75%
English 2220 Assessment	ENGL	9	Spring - Fall / 2017	15	100%
English 2245 Assessment	ENGL	6	Spring - Fall / 2017	5	100%
English 2300 Assessment	ENGL	2	Spring - Fall / 2017	5	100%
English 2335 Assessment	ENGL	5	Spring - Fall / 2017	5	100%
English 2500 Assessment	ENGL	9	Spring - Fall / 2017	5	100%



## Select criteria - department, courses, time period - for query of student artifacts

**Build New Assessment**

Department: ENGL

Course & Semester: Spring 2017, Summer 2017

Learning Outcome: Write a successful poem, short story, or essay using literary models and following explicit instructions.

Classes: English 990, English 2020, English 2500

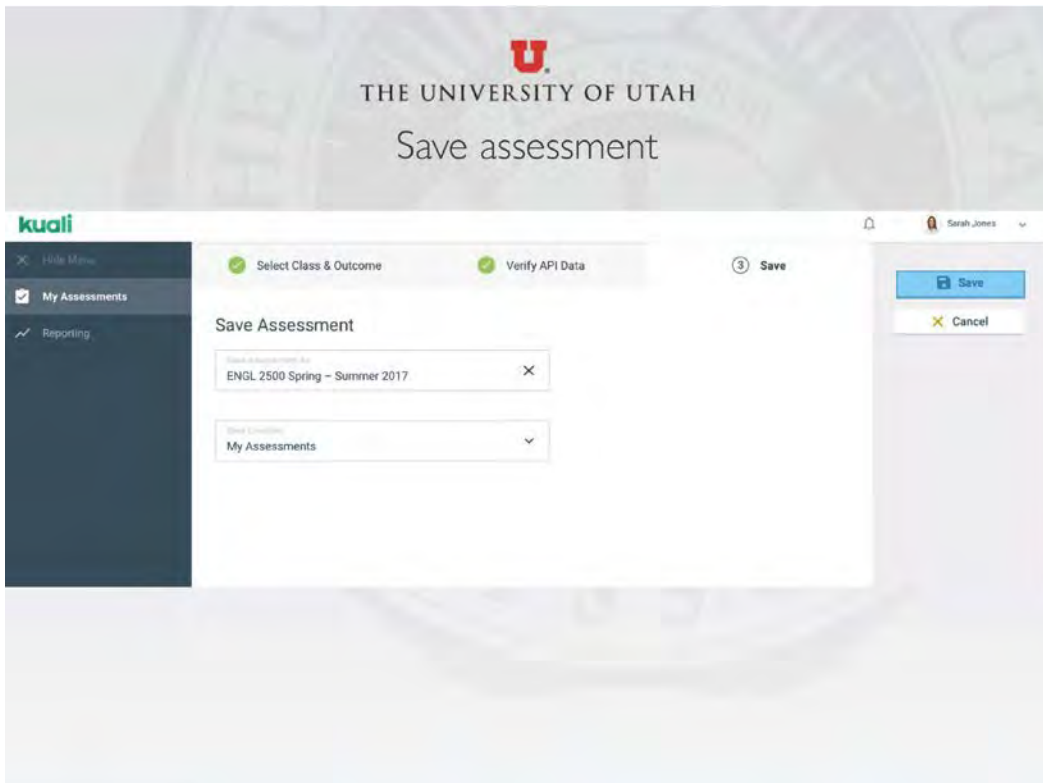
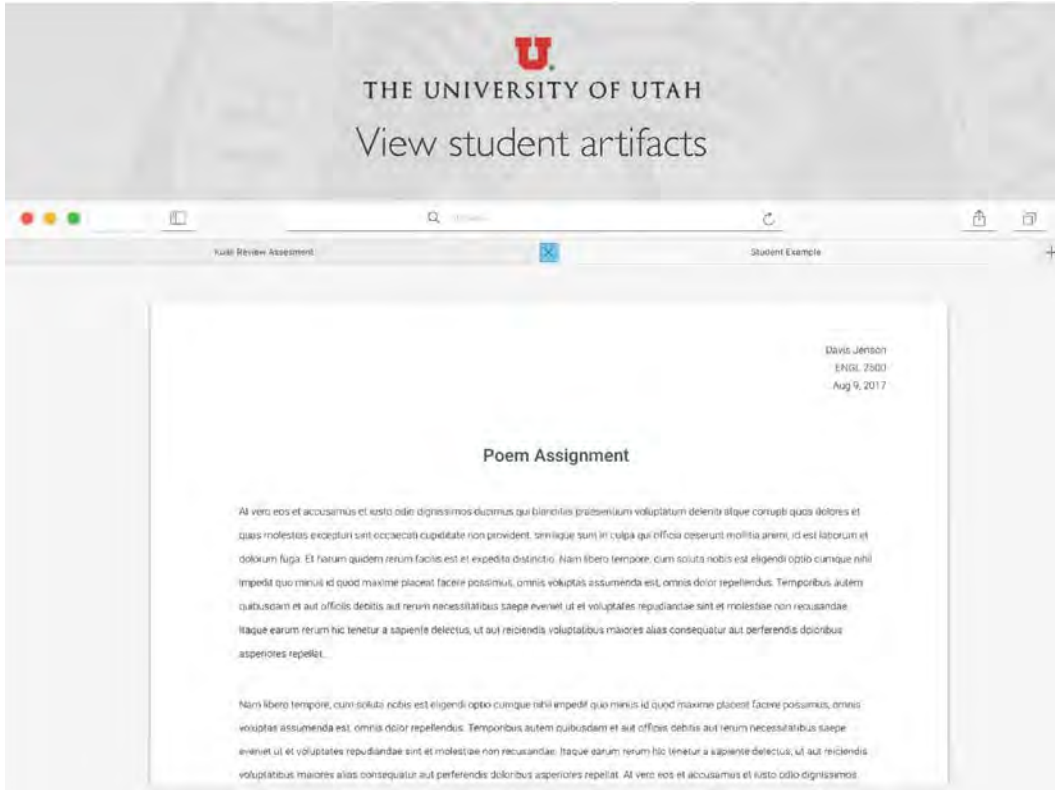
Number of assignments to pull from API: 5

## Examine list of artifacts generated by query

**Preview and verify the results we found in Canvas.**

ASSIGNMENT	DEPARTMENT	CLASS	SEMESTER
Assignment Example	ENGL	2020	Spring 2017
Assignment Example	ENGL	990	Spring 2017
Assignment Example	ENGL	990	Fall 2017
Assignment Example	ENGL	2500	Fall 2017
Assignment Example	ENGL	2500	Fall 2017

Showing 5 of 5 query results





+ New Assessment

ASSESSMENT NAME	DEPARTMENT	CLASS	SEMESTER	ASSIGNMENTS	REVIEWED
ENGL 2500 Spring - Summer 2017	ENGL	1200	Spring - Summer 2017	5	0%
English 2040 Assessment	ENGL	2040	Spring - Summer 2017	10	50%
English 2090 Assessment	ENGL	2090	Spring - Summer 2017	5	75%
English 2095 Assessment	ENGL	2095	Spring - Summer 2017	15	75%
English 2220 Assessment	ENGL	2220	Spring - Summer 2017	15	100%
English 2245 Assessment	ENGL	2245	Spring - Summer 2017	5	100%
English 2300 Assessment	ENGL	2300	Spring - Summer 2017	5	100%
English 2335 Assessment	ENGL	2335	Spring - Summer 2017	5	100%
English 2500 Assessment	ENGL	2500	Spring - Summer 2017	5	100%

← BACK ENGL 2500 Spring - Fall 2017

Course Information

Review Assignments

Learning Outcomes

Outcome Rubric

Reviewers

Created by	Created Date	Last Updated
First Last	08/18/2017	09/29/2017

**Course Information**

Department	Class	Start Semester	End Semester	Number of Assignments
ENGL	ENGL 990 ENGL 2020 ENGL 2500	Spring 2017	Summer 2017	5

**Review Assignments**

ASSIGNMENTS	SEMESTER	RUBRIC SCORE
Example 1	Fall 2017	-
Example 2	Fall 2017	-
Example 3	Fall 2017	-
Example 4	Spring 2017	-
Example 5	Spring 2017	-

**Learning Outcome**

**Successful Writing using Literary Models**  
Write a successful poem, short story, or essay using literary models and following explicit instructions from the teacher.

**Review Assignments**

ASSIGNMENTS	SEMESTER	RUBRIC SCORE
Example 1	Fall 2017	-
Example 2	Fall 2017	-
Example 3	Fall 2017	-
Example 4	Spring 2017	-
Example 5	Spring 2017	-

**Learning Outcome**

**Successful Writing using Literary Models**  
Write a successful poem, short story, or essay using literary models and following explicit instructions from the teacher.

**Outcome Rubric**

[Add Rubric](#) [Find Rubric](#)

**Add Reviewers**

NAME	EMAIL

Reviewer view of assigned artifacts: Can set up rubric

  
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Rubric design

**Outcome Rubric**

English Rubric [Edit Rubric](#)

Criteria	Ratings			Max Pts
Learning outcome one <small><a href="#">View longer description</a></small>	Exceeds Expectations 5 Pts	Meets Expectations 3 Pts	Does not meet Expectations 0 Pts	5 Pts
Learning outcome two <small><a href="#">View longer description</a></small>	Exceeds Expectations 5 Pts	Meets Expectations 3 Pts	Does not meet Expectations 0 Pts	5 Pts
Total Points: 10				

**Add Reviewers**

NAME	EMAIL
Mark St. Andre	mark.standre@utah.edu



**kuali** | ENGL 2500 Spring - Summer 2017

Course Information  
 Review Assignments  
 Learning Outcomes  
 Outcome Rubric

Created By: First Last | Created Date: 08/18/2017 | Last Updated: 08/30/2017

**4.4**  
AVG SCORE

Share | Print

**Course Information**

Department	Class	Start Semester	End Semester	Number of Assignments
ENGL	ENGL 990 ENGL 2020 ENGL 2500	01/20/2017	12/20/2017	5

**Review Assignments**

ASSIGNMENTS	SEMESTER	RUBRIC SCORE
Example 1	Fall 2017	5
Example 2	Fall 2017	4
Example 3	Fall 2017	3
Example 4	Spring 2017	3
Example 5	Spring 2017	3

**Learning Outcome**

**Successful Writing using Literary Models**  
 Write a successful poem, short story, or essay using literary models and following explicit instructions from the teacher.

**Outcome Rubric**

Criteria	Exceeds Expectations	Meets Expectations	Does not meet Expectations	Max Pts
Learning Outcome one <small>Write a successful poem, short story, or essay using literary models and following explicit instructions from the teacher.</small>	5 Pts	3 Pts	0 Pts	5 Pts

Summary of scores for the learning outcome being assessed

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Report Builder

**kuali** | Sarah Jones

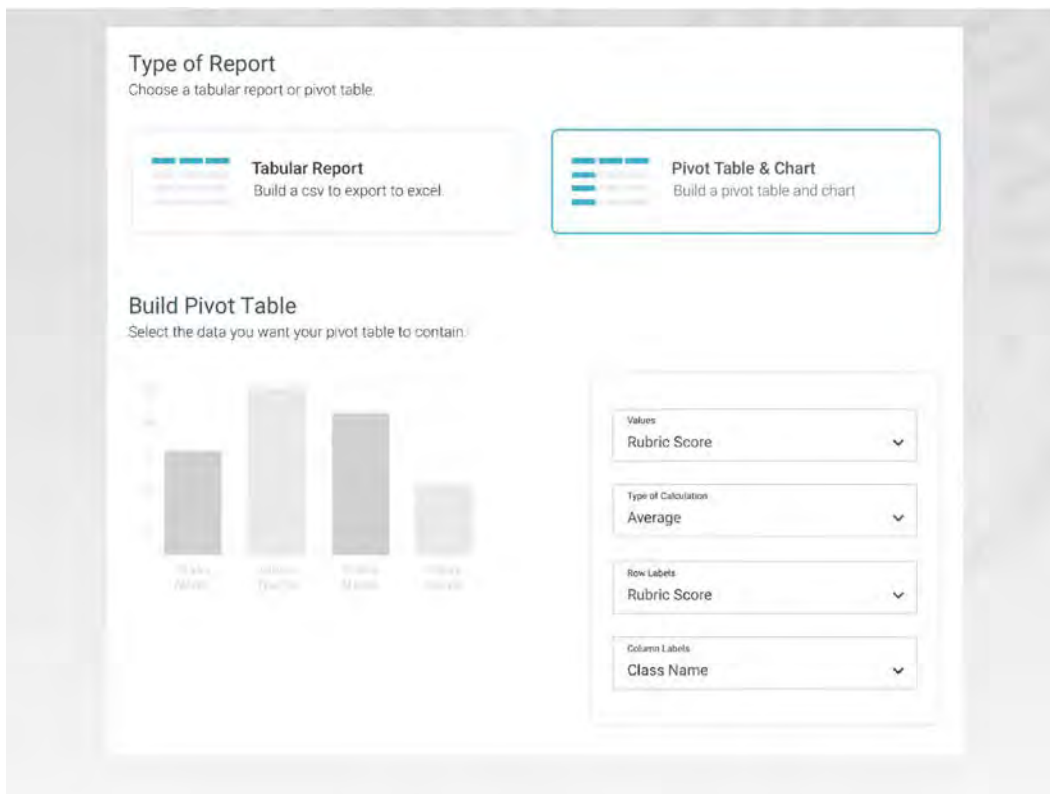
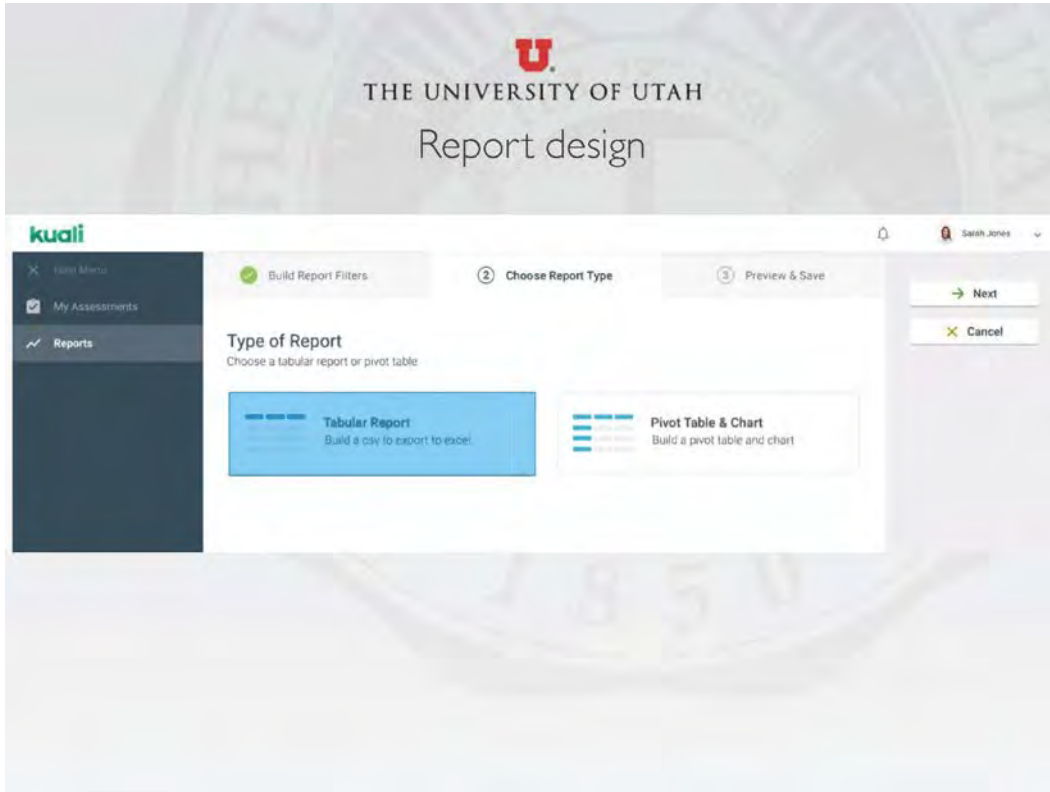
1 Build Report Filters | 2 Choose Report Type | 3 Preview & Save

My Assessments | Reports

**Report Filters**

- Where: Department equals ENGL
- and: Class equals English 990, English 2020, English 2500, English 3200
- and: Review Status equals Complete
- and: Learning Outcome includes Write a successful poem, short story, or essay using...

Next | Cancel





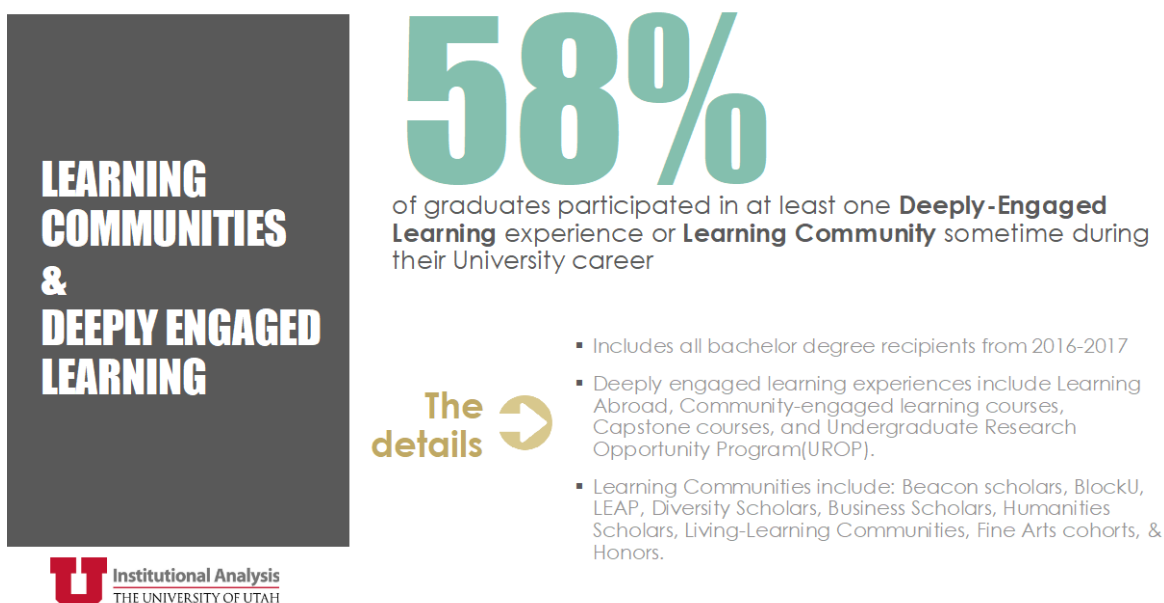
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After the Learning Outcome Assessor is tested and working in early Fall 2018 we will begin building this LO Assessment application.



## Appendix G: Examples of High Impact Practices

*At the University of Utah, high impact programs are in three broad categories: Learning Communities; Bachelor Degree requirements including the International Requirement, the Diversity Requirement, and the Upper Division Writing Requirement (or CW); and Deeply Engaged Learning Experiences which include internships, Community Based Learning, Learning Abroad, the MUSE Project, Undergraduate Research and Capstone or Culminating Projects.*



In our 2017 Graduating Student Survey, 41.2% of students indicated that they had done an internship during their undergraduate experience. That percentage is an improvement from 36.2% in 2016 and 31.2% in 2015. Results from the First Destination survey, which is sent to recent graduates and has a higher response rate than the Graduating Student Survey, showed that 52.3% of students graduating over the past two years (2016 to 2017) have done an internship while they were a student at the University of Utah.

There are capstone projects required in 48 of the 64 departments and 15 of the 17 colleges on the University of Utah campus. We anticipate this number will increase to 52 departments with a required capstone next year. In addition, through the Capstone Program students can design their own capstone project as individuals or members of a small group. Details about these experiences can be found here:

<https://capstone.ugs.utah.edu/undergraduate-capstone-programs/current-capstone-initiatives-new.php>

In the 2015-16 academic year, the Office of Undergraduate Research (OUR) funded 492 semester-long research opportunities for undergraduates, 49 research travel grants, and 36 small research travel grants. OUR has created a research opportunity database where faculty can list research opportunities and students can search for projects that interest them. They are also building a catalog of research-intensive courses, which currently stands at 157.

- **Students in Research-Intensive Courses (RICs)** Over the past three years, the following number of students participated in research intensive courses: 1,451 in 2014-15; 1,504 in 2015-16; and, 1,644 in 2016-17.
- **Senior Theses:** University-wide, including Honors, there were the following number of students completing a thesis over the past three years: 234 in 2014-2015, 277 in 2015-2016, and 254 in 2016-2017.
- **Student volunteers and employees in research groups:** As of February 22, 2018, there were 358 active University of Utah grants that have budget lines for undergraduate researchers. Those 358 grants provide a total of \$1.35 million per year in support for University of Utah undergraduate researchers.





