

Mid-Cycle Self-Evaluation Report



Prepared for The Northwest Commission
on Colleges and Universities

October 2017

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Weber State University
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PART I. OVERVIEW OF INSTITUTIONAL ASSESSMENT PLAN

In this section we describe how we define, assess, and evaluate mission fulfillment. We begin in Section A by describing the mission statement and core themes, and the process by which we identified the targeted outcomes and measurable standards that compose the objectives, indicators, and thresholds for the core themes. We highlight the changes that have occurred in these objectives, indicators, and thresholds since the last (abbreviated) accreditation cycle (2011-2014) and define mission fulfillment for the present cycle. Then, in Section B, we detail the new objectives, indicators, and thresholds and their alignment to core themes. We present preliminary assessment data of the thresholds to provide the institution with a baseline for the comprehensive review in 2021 and then conclude with a review of the status of the core themes, objectives, and indicators.

A. LINKING MISSION TO MISSION FULFILLMENT AND SUSTAINABILITY

A.1 MISSION

Utah State Board of Regents [Policy 312](#) governs the mission and roles of Weber State University. Our unique characteristics are embodied in our mission statement. Following NWCCU [Standard 1.A.1](#), the [University Planning Council](#) (UPC) developed the institutional mission statement over a two-year period between 2009 and 2011 and reaffirmed it at the *UPC metrics meeting* in April 2015. UPC consists of students, staff, faculty, university administrators, and trustees who meet several times a year to plan and assess divisional and overall university mission and goals. UPC initially endorsed the institutional mission statement after Town Hall meetings with all university constituencies. Formal approval of the mission statement by the WSU Board of Trustees (January 2011) and State Board of Regents (May 2011) was the final step in its ratification.

Weber State University Mission Statement

Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

A.2 MISSION FULFILLMENT

Consistent with NWCCU [Standard 1.B1](#), UPC also identified three core themes based on the mission statement and again affirmed them in April 2015. The core themes are also widely shared, approved by the WSU Board of Trustees, and embraced by all constituents. They are the following:

- *Access*: Provide access to responsive academic programs in liberal arts, sciences, technical and professional fields.
- *Learning*: Provide an engaging teaching and learning environment that encourages learning and leads to students' success.
- *Community*: Support and improve the local community through educational, economic and public service partnerships and cultural and athletic events.

Consistent with NWCCU [Standard 1.B.2](#), UPC affirmed 10 objectives for the core themes that reflect fundamental goals and unique characteristics of the institution. Figure 1.1 depicts the distribution of objectives (the dots) by core theme approved in 2011. UPC further approved 17 indicators and thresholds, which define the meaning and measurement of objectives. Together the 3 core themes, 10 objectives, 17 indicators, and thresholds were the goals, measurable performance standards, and the expected outcomes that guided the assessment of mission fulfillment assessment in 2011-2014 (abbreviated) NWCCU accreditation cycle.

The outcome of the seventh year accreditation visit in 2014 was a positive one for the university, to say the least. The final report resulted in six commendations with no recommendations (see [letter](#)). UPC greeted the announcement of the accreditation findings with excitement and satisfaction, but without complacency. UPC members immediately began reevaluating the institution's accomplishments with an eye to continuous improvement in anticipation of the full 2015-2021 NWCCU accreditation cycle. During the 2014-2015 academic year, the committee approved decisions about the institution's broader goals and values in preparation for the Year One Self-Evaluation report. In addition to reaffirming the institutional mission statement and core themes, UPC approved a critical review of the objectives, indicators, and thresholds to strengthen them as goals for and measures of mission fulfillment. As discussed more extensively below, UPC favored the rewriting of the objectives, indicators, and thresholds for each core theme to provide a complete accounting of mission fulfillment. We highlight four such changes that demonstrate a commitment to ensuring a more comprehensive, inclusive, holistic, and rigorous measure of mission fulfillment.



Figure 1.1: WSU Core Themes and Objectives (2011-2014)

First, the 10 objectives and 17 indicators and thresholds in the 2011-2014 abbreviated cycle have become 14 objectives and 28 indicators and thresholds for the 2015-2021 full cycle. This expansion resulted in a more *comprehensive* definition, measurement, and evaluation of the goals and values expressed in the mission statement and core themes. Moreover, new objectives were added and old ones were refined to provide a more detailed and multi-faceted assessment of the core themes, particularly of Learning and Community (see Figure 1.2).



Figure 1.2: WSU Core Themes and Objectives (2015-2022)

Second, objectives are more *inclusive* by addressing the academic performance of cohorts of interest. Cohorts may be students of particular concern because they may be less successful at the institution than other groups. The creation of objectives based on the performance of cohorts of interest in enrollment, retention, and graduation reflects the institutional commitment to ensure key objectives apply to *all* students, not just the “average” or “typical” ones. UPC approved cohorts based on national data and institutional analytics that suggest a group may be academically vulnerable and in need of various supports. In one case (well-prepared students), UPC identified the cohort out of a concern that the institution is responsive to their unique needs and that they too enroll, are retained, and graduate from WSU. UPC approved the threshold for these cohorts’ enrollment, retention, and graduation at 80% or higher compared to a control or “typical student” group who were not in any cohort. The cohorts include:

- **Ethnic Groups:** Students who self-identify as members of ethnic groups that are not traditionally college-bound (Hispanic, African-American, Pacific Islander, Native Americans).
- **Underprepared:** Students whose high school performance suggests they may experience some academic challenges in college (high school GPA less than 2.0 or ACT score less than 19).
- **Well-Prepared:** Students whose high school performance suggests that they should thrive in college (students with AP credit, CLEP, or IB credit).
- **Developmental Status:** First-time freshmen placed in Math 1010 or lower AND English 955 or lower, reflecting a combined developmental status (identified as Dev-Dev Students).
- **Low-Income:** Students with a FAFSA reported EFC (Expected Family Contribution) in the federally governed low-income ranges.

Third, assessments of mission fulfillment have become more *holistic* by including objectives, indicators, and thresholds addressing qualitative analyses of student experiences. New objectives added to our evaluation of the mission now call for the collection of data using qualitative instruments that highlight student voices. This qualitative focus is in addition to more traditional quantitative analyses of student performance, behavior, attitudes, next-step success, and other standard measures. Together the qualitative and quantitative measures provide converging data addressing the same objectives and offer greater validation of whether the institution is fulfilling its mission.

Finally, the objectives, indicators, and thresholds have become more *rigorous* in a variety of ways. Objectives that had been proxy measures for student learning (e.g., classes or programs that had undergone assessment) are now defined in terms of direct measures of student learning outcomes. Moreover, metrics purposely target sources of challenge to the institution, including new objectives focusing on lower-division student success, particularly those students who are underprepared and require developmental classes in mathematics and English. Finally, we have defined more dynamic and comparative thresholds for indicators. That is, rather than using limited one-time, simple, snapshot outcomes as thresholds, the thresholds are now expressed as comparisons over time and often in relation to other standards including peer institutions or census growth.

A.3 ASSESSING MISSION FULFILLMENT

In accord with NWCCU [Standard 1.A.2](#), the institution defines mission fulfillment metrics that meet or exceed expectations. In the past accreditation cycles, the university established a threshold for mission attainment of 90% of the metrics meeting or exceeding expectations. There were concerns during the preparation of the Year 1 report that the relatively high mission fulfillment threshold had the potential to limit the objectives, indicators, and thresholds that would be chosen. Given the proposed new objectives and indicators that were challenging, many with thresholds that were aspirational, UPC reevaluated the 90% threshold at the time. UPC affirmed the university's sincere interest in broad-based continual improvement and so changed the threshold for mission fulfillment to 80% or above of the metrics substantially meeting or exceeding expectations.¹

B. INSTITUTIONAL REVIEW AND EVALUATION OF THE UNIVERSITY'S MISSION

B.1 REVISED OBJECTIVES, INDICATORS AND THRESHOLDS

The revised objectives and indicators are detailed below along with an examination of each new objective's alignment with the university's mission and a rationale for the inclusion of each indicator. A rationale for and an analysis of each threshold for each indicator are presented in [Appendix 1](#) and linked to the presentation below. While not specifically requested for this review, the collection, analysis, and interpretation of data assessing each threshold were motivated to ensure compliance with NWCCU Assessment [Standard 4.A.1](#). [Appendix 6](#) provides a summary table of all the objectives, indicators, thresholds, and results.

¹ Mission Fulfillment was originally defined as the percentage of *objectives* that “substantially meet” or “exceed” expectations. That is, if all or a preponderance of the thresholds identified for indicators associated with a specific objective exceeds or meets the expected levels of performance, it is determined that the university exceeds or meets expectations for that objective. However, as 12 of the 14 objectives have only two indicators, the result was that these objectives would either exceed or fail to meet expectations, with no option for it to substantially meet expectations. Although we continue to monitor whether all indicators for objectives are being met, we provide a more nuanced and fair definition of mission fulfillment as 80% of all *thresholds* for indicators being met.

CORE THEME I: ACCESS***Description and Mission Alignment***

WSU serves communities with significant socioeconomic and cultural differences. As the “*educational, cultural and economic leader for the region*,” WSU strives to provide meaningful access for prospective students to educational programs that respond to local employment needs. The two objectives addressing the core theme address the responsiveness and affordability of the institution and its appeal to all students, including cohorts of interest.

ACCESS Objective A: WEBER STATE WILL OFFER PROGRAMS THAT ADDRESS THE NEEDS OF THE COMMUNITY

WSU offers responsive associate, baccalaureate, and master’s degrees in liberal arts, sciences, technical and professional fields. Two indicators assess the responsiveness of academic programs to the needs of the community.

Indicator 1: Enrollment will track the census in the three county catchment area as measured by fall semester, third-week headcount data

Rationale for Indicator 1: Institutional growth should reflect population growth in the three primary counties served by WSU: Weber, Davis, and Morgan. As the county populations increase, there is an expectation that enrollment will increase concomitantly at WSU. Enrollment patterns that do not match population increases is a signal that there may be a misalignment of WSU’s curricular offerings and the needs and interests of the communities that it serves (see [Appendix IA](#) for the threshold and analysis of Indicator 1).

Indicator 2. Full-year tuition and fees for full-time, undergraduate students will continue to be reasonable

Rationale for Indicator 2: Even if the degrees and programs offered by WSU were responsive to local needs, students would be unlikely to pursue those degrees if the university does not continue to be an affordable choice (see [Appendix IA](#) for the threshold and analysis of Indicator 2).

ACCESS Objective B. WEBER STATE WILL SERVE COHORTS OF INTEREST IN THE COMMUNITY

WSU effectively serves the needs of cohorts of interest in the community, which includes ethnicity based and other groups which may be quite small compared to the size of the majority. The institution remains attentive to the success of these students, and they remain an important and growing constituency served by the institution. The focus on cohorts of interest allows for flexible analysis of groups to assess whether the institution is fulfilling its mission of access for all students.

Indicator 1: Participation rates for “cohorts of interest” will be measured with the fall semester, third-week headcount data, broken down by demographic

Rationale for Indicator 1: The selection and discussion of the cohorts were based on national data, institutional analyses of student success, and discussion in UPC. The cohorts include students from a variety of backgrounds whose enrollment is a specific institutional concern (see Part I page 5 as well as [Appendix IB](#) for the threshold and analysis of Indicator 1).

CORE THEME II: LEARNING

Description and Mission Alignment

The learning core theme is central to the WSU's mission to provide “*excellent educational experiences*” and its commitment to support student success. The six objectives for this core theme address the range of students' educational experiences. We measured student academic achievement, experience, and progress in a variety of ways to provide a complete picture of the institution's dedication to student learning and academic success.

LEARNING Objective A. STUDENTS WHO ENROLL WILL BE RETAINED

Student learning requires students to be retained. WSU will be at the fiftieth percentile, or above, of its peer institutions in freshman-to-sophomore student retention rates.

Indicator 1: Official, first-time, full-time retention rates

Rationale for Indicator 1: WSU addresses the needs of several different populations, given its mission to serve both community college and university roles. Unlike many of WSU's peers, WSU is open enrollment and serves a population that tends to leave the university for one to two years for religious missions, marriage, or parenthood. The result is a pattern of enrollment that often includes a period of stepping out and then returning to university. Given this unique set of circumstances, the freshman-to-sophomore retention rate is not as predictive of long-term completion as it may be at WSU's peers. Nonetheless, it is important for the university to track the freshman-to-sophomore retention to ensure that this important portion of the institution's population is well served (see [Appendix IIA](#) for the threshold and analysis of Indicator 1).

Indicator 2: First-year retention rates of “cohorts of interest”

Rationale Indicator 2: Concerns about the success of *all* students motivates Indicator 2 that explores the retention of cohorts of interest. The selection and discussion of the cohorts were based on national data, institutional analyses of student success, and discussion in UPC. The cohorts include students from a variety of backgrounds whose retention is a specific institutional concern (see [Appendix IIA](#) for the threshold and analysis of Indicator 2).

LEARNING Objective B. STUDENTS WILL PARTICIPATE IN ENGAGED LEARNING EXPERIENCES.

The university prides itself on offering engaged learning opportunities that research has demonstrated as central to student success. The two indicators of this objective address whether students participate in engaged learning experiences and judge the experience as meaningful.

Indicator 1: Percentage of students participating in engaged learning experiences

Rationale for Indicator 1: National and WSU research suggest a strong correlation between students' involvement in engaged learning experiences (sometimes called “high impact practices” or HIPS) and their persistence and academic performance (see [Appendix IIB](#) for the threshold and analysis of Indicator 1).

Indicator 2: Qualitative themes from the graduate survey about learning and meaningful learning experiences

Rationale for Indicator 2: The voices of graduating students allow WSU to assess qualitatively the meaningfulness of their engaged learning experiences (see [Appendix IIB](#) for the threshold and analysis of Indicator 2).

LEARNING Objective C. STUDENTS WILL ACHIEVE GENERAL EDUCATION LEARNING OUTCOMES

General education is widely recognized as critical for preparing students for their academic and professional careers and their personal lives. The two indicators of this objective assess students' achievement of general education outcomes and experience of meaningful learning. General education outcomes are outlined in Utah State Regents' Policy [R470](#) for the program as a whole and for classes in the core (Quantitative Literacy, Composition, American Institutions, and Information Literacy) and breadth (Creative Arts, Humanities, Life Sciences, Physical Sciences, and Social Sciences) areas. The class outcomes are further refined by university area committees composed of faculty representatives from departments teaching general education courses in each area. Details of the General Education program, its management, and assessment, are further presented in Part II, Section A.

Indicator 1: Results of general education learning outcome assessment

Rationale for Indicator 1: WSU is committed to educating students in foundational skills and knowledge that will allow them to succeed in their programs of study and their professional and personal lives. Direct assessment of student learning in their general education classes is a key way the university gauges the success of this program. A summative evaluation process has recently augmented the yearly formative assessments of general education classes. This change is part of the general education renewal process for each class (see [Appendix 2](#) for more information on renewal as well as [Appendix IIC](#) for the threshold and analysis of Indicator 1).

Indicator 2: Qualitative data gathered at graduation from focus groups

Rationale for Indicator 2: Student opinions about the meaningfulness of their general education classes provides additional evidence addressing the impact of the program on student learning and success in achieving the program's mission (see Part II, Section A for more information on the mission of general education requirements and [Appendix IIC](#) for the threshold and analysis of Indicator 2).

LEARNING Objective D. STUDENTS WILL ACHIEVE PROGRAM LEARNING OUTCOMES

The two indicators of this objective assess students' achievement of identified outcomes for their program of study. The focus of this objective is bachelor's and master's degree programs that are reviewed every five to seven years according to Utah State Regents' policy ([R411](#)). As further detailed in Part II Section B, the program review process includes outside reviewers, faculty leadership, administration, and Board of Trustees before being submitted to the Board of Regents for approval. How programs are reviewed and changes monitored are detailed in Part II, Section B, along with changes in the process of program review itself.

Indicator 1: Results of program-level learning outcome assessments

Rationale for Indicator 1: Direct assessment of students' learning as part of their program instruction allows the university to evaluate how effectively the university prepares students for careers or additional education (see [Appendix IID](#) for the threshold and analysis of Indicator 1).

Indicator 2: Qualitative data gathered at graduation from focus groups

Rationale for Indicator 2: Graduating bachelor and master students' responses on open-ended questions will allow WSU to qualitatively assess their program learning experiences (see [Appendix IID](#) for the threshold and analysis of Indicator 2).

LEARNING Objective E. LOWER-DIVISION STUDENTS WILL ACHIEVE SUCCESS

Students enter WSU with varying backgrounds and abilities, and the institution has programs to support both well-prepared and underprepared students early in their academic careers. Underprepared students

may be placed in developmental [mathematics](#) and [English](#) courses. Well-prepared students may join the [Honors](#) program or be invited to join the [Aletheia](#) program. To ensure that the institution is being responsive to lower-division students' needs and aspirations, we identified indicators that shine a light on student academic performance and success early in their academic career.

Indicator 1: Average first-semester GPA

Rationale for Indicator 1: National data suggest that first semester GPA correlates well with persistence and success. The transition to college may be particularly challenging for students placed in developmental mathematics and/or developmental English. Not only do they have extra courses to take, but the college-level courses in which they enroll may also prove demanding to them. The threshold of a first semester GPA of 80% of students achieving a first semester GPA of 2.2 or higher represents a recognition that students may struggle during the first semester and may need various forms of support (see [Appendix IIE](#) for the threshold and analysis of Indicator 1).

Indicator 2: Number of core course repeats

Rationale for Indicator 2: Repeating core courses is frustrating for students and has an inverse relationship with the likelihood of graduation in a timely manner. Among the core courses in general education are those which satisfy quantitative literacy (QL). QL are gateway classes with high D, W, UW, and E rates that may require students to repeat the course (see [Appendix IIE](#) for the threshold and analysis of Indicator 2).

LEARNING Objective F. STUDENTS WILL COMPLETE DEGREES

Degree completion brings economic benefits to the student and the state. The three indicators for this objective assess bachelor's degree completion. The first indicator addresses the six-year graduation rate for bachelor's degree completion, the second is the bachelor completion rate for "cohorts of interest," and the third focuses on students' attitudes towards services that support their success.

Indicator 1: Students will complete degrees as measured with six-year graduation rates

The rationale for Indicator 1: WSU's student population differs from most of its peer institutions since it is open enrollment and has a very high percentage of married and/or working students. Consequently, being above the midpoint of peer institutions for our six-year graduation rate represents a significant challenge. However, we believe that it is a realistic goal, and we are making serious strides towards reaching it (see [Appendix IIF](#) for the threshold and indicators of Indicator 1).

Indicator 2: Students will complete degrees as measured with six-year graduation rates of all students and student cohorts of interest

The rationale for Indicator 2: The cohorts include students from a variety of backgrounds whose graduation rate is a specific institutional concern. The unique challenges facing these students can easily get lost in the larger population, so monitoring their success ensures that we provide an excellent education for all (see [Appendix IIF](#) for the threshold and analysis of Indicator 2).

Indicator 3: Measures gleaned from NSSE, Noel-Levitz, and aggregated university surveys about student satisfaction with support services

The rationale for Indicator 3: The institution recognizes the importance of the student support services necessary to ensure student success in completing their degrees. Student use of those services depends heavily on them holding positive attitudes towards such services. This indicator addresses those attitudes (see [Appendix IIF](#) for the threshold and analysis of Indicator 3).

CORE THEME III: COMMUNITY***Description and Mission Alignment***

The WSU mission statement highlights the university's role as an educational, cultural, and economic leader for the region. The six objectives in the community core theme assess these roles by targeting the ways WSU is an active contributor to regional learning endeavors, the social and cultural life of the community, and the region's economic development.

COMMUNITY Objective A: WEBER STATE UNIVERSITY WILL CONTRIBUTE TO K-12 EDUCATION IN THE COMMUNITY

This objective addresses the ways in which the institution contributes to pre-K through grade 12 education in the region that goes beyond the direct preparation of teachers. The two indicators measuring this objective explore ways WSU takes on its responsibility to influence the community by offering educational opportunities.

Indicator 1: Local educators will enroll in advanced degrees and continuing education programs

The rationale for Indicator 1: Among the ways that WSU contributes to pre-K through 12 education is by collaborating with the local public education community and providing needed and high-quality continuing education to teachers and administrators (see [Appendix IIIA](#) for the threshold and analysis of Indicator 1).

Indicator 2: WSU will provide precollege support through targeted support for “cohorts of interest”

The rationale for Indicator 2: WSU contributes to pre-K through 12 by assisting in the preparation of precollege students. Current programs (and the measures used for this objective) focus on the preparation of targeted populations, which have been traditionally underrepresented in higher education (see [Appendix IIIB](#) for the threshold and analysis of Indicator 2).

COMMUNITY Objective B: THE COMMUNITY WILL PARTICIPATE IN A WIDE ARRAY OF WSU SPONSORED CULTURAL PROGRAMS.

The two indicators that measure this objective address the way that WSU contributes to the richness of the regional culture. The two highlight the opportunities for the community to attend events at WSU and the ways in which Weber State goes into the community to offer opportunities where people live.

Indicator 1: The community rates of participation in diverse cultural offerings sponsored by WSU

The rationale for Indicator 1: WSU contributes to the richness of the regional culture by providing a wide variety of events to which the public is invited. Continuing strong attendance at educational, cultural, entertainment, and sporting events reflects WSU's contribution to the regional culture (see [Appendix IIIB](#) for the threshold and analysis of Indicator 1).

Indicator 2: Educational opportunities continue to be brought to the community

The rationale for Indicator 2: Not all members of the community—children, in particular—can come to the campus. WSU reaches out to these groups with educational opportunities by meeting the community members where they are (see [Appendix IIIB](#) for the threshold and analysis of Indicator 2).

COMMUNITY Objective C: STUDENTS WILL ENGAGE WITH THE COMMUNITY AND BECOME PRODUCTIVE MEMBERS OF SOCIETY

This objective address a key function of the university, which highlights students' next step success. The two indicators of this objective address students' success in seeking jobs and additional education after graduation.

Indicator 1: Graduates seeking jobs will be employed as measured with graduation data and verified by the Utah Department of Workforce Services

The rationale for Indicator 1: One of the most important impacts that WSU has on the community is providing a well-trained workforce (see [Appendix IIIC](#) for the threshold and analysis of Indicator 2).

Indicator 2: Graduates seeking additional education will be enrolled, as measured with graduation data and verified by the National Student Clearinghouse

The rationale for Indicator 2: Students who pursue more advanced degrees often return to better serve the community as citizens and professionals. Also, many make significant contributions that serve the larger community (See [Appendix IIIC](#) for the threshold and analysis of Indicator 2).

COMMUNITY Objective D. FACULTY WILL CONTRIBUTE TO THEIR PROFESSIONS

WSU faculty are connected not only to their institutional and local communities, they are also members of their academic or professional disciplines. They are actively involved in their discipline and make all manner of contributions, notably by their scholarly or artistic work in the discipline.

Indicator 1: Number of faculty publications/citations, presentations

The rationale for Indicator 1: WSU faculty are productive scholars and active performers who engage in scholarly or artist work that benefits their professional community (see [Appendix IIID](#) for the threshold and analysis of Indicator 1).

COMMUNITY Objective E: FACULTY, STAFF, AND STUDENTS WILL SUPPORT THE COMMUNITY THROUGH SERVICE AND OUTREACH EFFORTS

WSU is committed to promoting the community service of its students, faculty, and staff. The value of community service is embedded in the WSU mission statement which highlights *public service* and *community-based learning* as a basis for WSU functioning as an educational, cultural and economic leader. The *Carnegie Foundation for the Advancement of Teaching* recognized WSU's commitment to community service and community-based learning with the [Community Engaged Institution](#) classification. The two indicators for this objective address the growth in the service and community-based learning components of the mission statement.

Indicator 1: The number of formal community partnerships

The rationale for Indicator 1: Community service is incorporated in the teaching and service mission of the university to the community. The number of community partnerships gives a sense of the scope of the student opportunities in the community. These partnership agreements are arranged by the [Center for Community Engaged Learning](#) (CCEL). When community organizations register as partners, faculty, students and staff know that organization offers a safe environment at which to volunteer and that it has adopted a mission and aims that are in alignment with CCEL standards (see CCEL's [partnership page](#) as well as [Appendix IIIE](#) for the threshold and analysis of Indicator 1.)

Indicator 2: The number of hours contributed annually in community service by students

The rationale for Indicator 2: The ethic of service to the community is deeply entrenched in the university and the number of hours contributed each year gives an indication of the magnitude of the effort (see [Appendix IIIE](#) for the threshold and analysis of Indicator 2).

COMMUNITY Objective F: WEBER STATE UNIVERSITY WILL CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE REGION

WSU is committed to fulfilling its mission as an “*economic leader for the region*.” However, with questions of how best to measure WSU’s economic impact on the community and the departure of the Associate Provost for Economic Development, UPC decided not to include new objectives, indicators, and thresholds for Economic Development in the Year One Self-Evaluation report. The Economic Development Committee, Chaired by Vice Provost Bruce Davis, is engaged in strategic planning that will lead to future objectives, indicators, and thresholds that address the rich array and various forms of the institution’s engagement in economic development activities². Nonetheless, to reflect the institution’s fidelity to being an economic leader, we continue to evaluate the institution’s contribution to regional economic development using metrics adopted in the 2011-2014 accreditation cycle. Indicators address two critical ways that the institution realizes its objective of contributing to the economic development of the region: By providing classes and services relevant to regional economic development, and training students in needed skills.

Indicator 1: WSU facilitates economic development in the region through professional development and technical support

The rationale for Indicator 1: The university is a reservoir of expert business and technological knowledge as well as problem-solving skills which are offered to the community directly through non-degree, non-credit-bearing classes, and consulting services offered by WSU’s [Small Business Development Center](#) (see [Appendix IIIF](#) for the threshold and analysis of Indicator 1).

Indicator 2: WSU contributes to economic development by providing graduates prepared to fill state identified, high-need occupations.

The rationale for Indicator 2: As part of its responsibility to the community and its economic development, the institution is responsible for offering education programs for students to complete and fill jobs that are needed in the community (see [Appendix IIIF](#) for the threshold and analysis of Indicator 2).

B.2 INSTITUTIONAL RESPONSE TO MISSION FULFILLMENT DATA

In September 2015 the modified objectives, indicators, and thresholds along with the updated definition of mission fulfillment were submitted to the commission as part of the Year 1 Self-Evaluation Report. After the commission had accepted the report (see [letter](#) February 17, 2016), the results of the data addressing mission fulfillment were initially outlined at the UPC metric analysis meeting (April 2016) and more systematically reviewed a year later (April 2017). As documented in more detail in Part III, UPC greeted findings with confidence and excitement in that the team in the [Office of Institutional Effectiveness](#) and their colleagues across campus systematically collected, carefully assessed, and coherently interpreted data for the new objectives, indicators, and thresholds. Other constituencies including students, staff, faculty, administrators, and trustees also expressed similar feelings when presented with these data. At these meetings, there was wide agreement that the mission and core themes remain a strong representation of the institution’s values and goals and the new objectives, indicators, and thresholds are robust and rigorous. As a result, UPC plans no changes to the objectives or assessment of mission fulfillment for the 2015-2021 accreditation cycle.

Despite the confidence and excitement about the process assessing mission fulfillment, there was concern about particular results. Indeed, all constituencies to whom mission fulfillment data were presented expressed concern about the three key indicators (Retention Rate, First Semester GPA, and

² See PART III B for a further discussion of economic development.

Graduation Rate) that were below expectations. Individually and collectively, the three indicators address institution challenges in supporting the success of students, starting with freshmen in their first semester through to their retention a year later and finally to their graduation within 6 years. The data regarding student success are already serving as the source for important institutional discussions and changes. Part II below identifies changes planned or already implemented in response to mission fulfillment data to improve student achievement and success. Part III also presents the implications and consequences of the mission fulfillment data for future initiatives designed to affect institutional change through university planning.

PART II: REPRESENTATIVE EXAMPLES

In this section, we highlight how we translated our mission and core themes into objectives, indicators, and thresholds by targeting each of two programs and presenting the data evaluating mission fulfillment. We focus on student learning outcomes bearing on the general education and major programs. We further document how improvements in these programs have been motivated and informed by data gathered through the assessment of mission fulfillment.

A. THE ASSESSMENT AND REVITALIZATION OF GENERAL EDUCATION

We present the assessments of the General Education program as the first example of how mission and core themes drove assessments of student learning and, in closing the loop, how assessment data are now driving changes in the program. The university mission statement highlights the importance of offering “excellent educational experiences” and the core theme of learning further emphasizes student academic success. In the 2011-2014 abbreviated accreditation cycle, an objective in the learning core theme held that *students learn to succeed as educated persons and professionals*. This objective included the indicator that *students achieve general education learning goals*. Thresholds for the general education objective addressed evidence of a) publishing course-level learning outcomes for each area of the General Education program and b) performing regular formative assessments of those outcomes. Both these outcomes were successfully demonstrated in the seventh year report. The general education outcomes are now published on the [General Education program website](#) along with links to the formative evaluations that are documented in the yearly General Education Assessment Summary delivered to Faculty Senate.

A.1 OBJECTIVES, INDICATORS, AND THRESHOLDS

The 2011-2014 *indicator* of “Achieving General Education Learning Goals” was adopted for the 2015-2021 cycle as a unique *objective* within the learning core theme (see Learning Objective C above). The objective is well aligned to the mission statement and the core themes as achieving general education learning goals support student success in their personal, professional, and academic lives.³ However, the indicators and objectives now directly focus on students achieving learning outcomes and not those outcomes merely being published and evaluated. The new general education objective has indicators and thresholds to assess whether students a) achieve learning outcomes and b) experience meaningful learning in general education courses. To assess the meaningfulness of student learning experiences in general education classes, focus groups were run and survey data analyzed and presented in [Appendix IIC](#), Indicator 2. To assess student learning outcomes in more systematic ways, a summative evaluation process for general education courses (called General Education Renewal, see [Appendix 2](#)) was proposed and passed by Faculty Senate in spring 2015.

A.2 GENERAL EDUCATION, MISSION FULFILLMENT, AND CLOSING THE LOOP

The analysis of the initial renewal data are in [Appendix IIC](#), Indicator 1. The evidence of students’ achievement of learning outcomes from the general education renewal process and qualitative analysis of students’ meaningful learning met threshold expectations and affirmed Objective C of the learning core

³ See: Hanstedt, P. (2012). *General education essentials: A guide for college faculty*. San Francisco, CA: Jossey-Bass.

theme. The renewal process requires documenting student achievement of general education area outcomes, and action plans for cases where outcomes were not achieved. Such plans support “closing the loop” from *assessing* to *improving* student learning. For example, in the renewal of General Chemistry (CHEM 1010), the two semesters of assessment data revealed student performance on some indicators was lower than expected for objective [PS 3](#), “Understanding of Energy” (see [Appendix 3](#)). Action plans such as offering more SI sections on the topic have already been initiated by the department. These renewal data for Chemistry 1010 show an improvement of student learning outcomes from the 2012/2013 formative evaluation of the same course (documented in the [General Education Assessment Summary](#) that was submitted to Senate in 2014). The 2012/2013 formative evaluation showed outcomes below expectation for the *organization of systems, energy, and forces*. The additional classroom attention to these topics and mathematical support for student problem-solving that were recommended at the time appear to have improved performance in these areas. The list of “actions taken” from Life and Physical Science general education courses resulting from the general education renewal process are provided in [Appendix 3](#).

Closing the loop on general education is occurring not only at the class-level but also at the program-level. General Education student learning outcomes are aligned to [AACU LEAP Essential Learning Outcomes](#) (ELOs), based on recommendations in Utah State Regents Policy [R470](#). Although area committees have designed *explicit* student learning outcomes around LEAP ELOs addressing content knowledge (*Knowledge of Human Cultures and the Physical and Natural World*), there is a more *implicit* focus on ELOs focusing on *Intellectual and Practical Skills, Personal and Social Responsibility, and Integrative and Applied Learning*. For example, Life and Physical Sciences have outcomes addressing the [Foundations of Science](#) that include student-learning outcomes focusing on nature, integration, social basis, and cognitive skills involved in science.

These and related student learning outcomes in other core and breadth areas address the broader ELOs to prepare students as skilled thinkers, personally and socially responsible individuals, and integrative/applied learners. To assess such program-related goals, we have assessed freshmen and senior performance on the [CLA+](#) critical thinking assessment over the past several years. Data show a significant but modest difference between the groups, consistent with the claim of a value added of WSU education to students’ critical

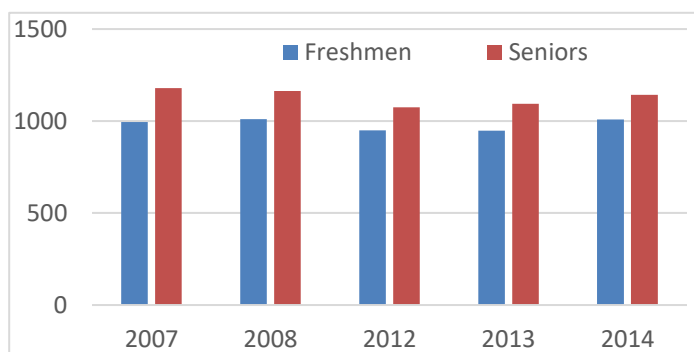


Figure 2.2: Freshmen and Senior CLA+ Scores by Year

thinking skills. However, more recently performed analyses suggested a different conclusion. A follow-up on the 2012 Freshmen cohort ($N = 103$) identified CLA+ scores of students who in the subsequent 4 years a) left the institution without receiving a degree ($N = 49$, $Mean = 940$), b) remained at the institution continuing to work on a degree ($N = 35$, $Mean = 980$), or c) graduated with an associate or bachelor’s degree ($N = 19$, $Mean = 1110$). Contrary to a value-added contribution of WSU education to students’ critical thinking, the data suggest that students’ apparent success may have been an artifact of attrition. The findings indicate that students were not receiving the benefit of faculty efforts in general education to promote critical thinking. The findings were further confirmed by the analysis of the meaningfulness of associate’s degree students’ experience of General Education (see [Appendix IIC](#), Indicator 2). Only 21 students (3%) gave responses that referred to LEAP outcomes associated with *Critical and Creative Thinking*.

These data, coupled with evidence of lower than expected first semester GPAs and retention rates, suggest greater institutional efforts are necessary to promote broad-based general education skills, such as critical thinking among lower-division students. These skills may be necessary to support not just WSU's most vulnerable students, but also to engage the more prepared students. Supported by Academic Affairs (See Part III Section 1) and charged by Faculty Senate to improve the General Education program, the General Education Improvement & Assessment Committee (GEIAC) has proposed and faculty senate has approved a series of program innovations over the past two years to promote the broad-based general education skills of lower-division students. One innovation addresses the concern that general education course outcomes are tied to specific areas with little opportunity for students to integrate learning across different areas. Such opportunities are identified as an AACU LEAP [Principle of Excellence](#). In 2015 Faculty Senate approved [WSU general education courses](#) that are interdisciplinary, and students earn credit in one course for completing two general education areas. For example, students who complete *Pattern Play: Movement and Mathematics* receive quantitative literacy and humanities general education credit. The class has proved to be remarkably effective in achieving student learning outcomes in both areas based on evidence from the extensive assessment of student performance (see [Bachman et al., 2016](#)). The six 2016-2017 WSU courses have proven successful in having low D/W/F rates, receiving positive course evaluations, and offering more engaged and integrative learning opportunities.

A second and more comprehensive innovation includes new program-level student learning outcomes and requirements for general education courses. These GELOs (General Education Learning Outcomes) are explicitly aligned to AACU ELOs and involve exercising the knowledge, skills, and dispositions central to student academic, professional and personal success.

- **GELO 1: CONTENT KNOWLEDGE:** This outcome addresses students' understanding of the worlds in which they live and disciplinary approaches for analyzing those worlds. The knowledge is well defined in Regents Policy R470 and further refined by core and breadth area committees.
- **GELO 2: INTELLECTUAL TOOLS:** This outcome focuses on students' use of and facility with skills necessary for them to construct knowledge, evaluate claims, solve problems, and communicate effectively.
- **GELO 3: RESPONSIBILITY TO SELF AND OTHERS:** This outcome highlights students' relationship with, obligations to, and sustainable stewardship of themselves, others, and the world to promote diversity, social justice, and personal and community well-being.
- **GELO 4: CONNECTED AND APPLIED LEARNING:** This outcome emphasizes how students' learning in general education classes can be connected and applied in meaningful ways to new settings and complex problems.

GELO 1 addresses the acquisition of new knowledge, reflecting the focus on distinct content knowledge that is presently the focus of course-level student learning outcomes and general education class assessment and renewal. In contrast to GELO 1, the other GELOs are habits of mind⁴ that students can adopt only through repeated practice in using intellectual tools, adopting personal and social responsibilities, and engaging in connected and applied learning. Following AACU proposed LEAP Principles of Excellence, the GELOs will serve as a framework for students to connect these GELO-related activities across their Gen Ed classes⁵.

⁴ Keating, D. P. (1996). Habits of mind for a learning society: Educating for human development. In D. R. Olson & N. Torrance (Eds.), *Handbook of education and human development: New models of learning, teaching, and schooling* (pp. 461-481). Oxford: Blackwell.

⁵ To realize these principles of excellence and ensure that the GELO-related activities are exercised in each Gen Ed class, each Gen Ed class will have two features -- Big Questions and Signature Assignments. The Big Question is a pedagogical device that supports students connecting the information in a class to broader issues and concerns of personal or social relevance. The Big Question provides a brand that students will come to appreciate in their

A.3 SUMMARY AND EVALUATION OF GENERAL EDUCATION ASSESSMENT AND REVITALIZATION

The indicators and thresholds used to assess general education support the objective that students achieve general education learning outcomes. The indicators and thresholds were appropriate when UPC approved them in 2015. However, other mission fulfillment data identifying challenges faced by the institution raised concerns about the limitations of the General Education program in promoting student achievement and success. These concerns about the limits of general education were confirmed by a more critical analysis of CLA+ data that showed the freshmen who later left WSU had lower CLA+ scores and those who graduated had higher scores. This challenged whether the General Education program provided benefit at all to students who enter WSU.

The data addressing the strengths and limits of the General Education program have been presented to many different audiences, including faculty (including adjuncts, contract, and tenure-line), staff, students, administration, and trustees. These presentations motivated the changes that have already been enacted and justify a variety of new proposals that are being prepared to support student success, particularly for students placed in Developmental English and math. These students tend to have lower first semester GPAs and are less likely to be retained and graduate in 6 years compared to any other cohorts of interest. The new proposals include creating freshman courses for these students designed both to minimize the need for stand-alone developmental courses and to promote their acquisition of broad-based general education skills.

B. THE ASSESSMENT OF MAJOR PROGRAM OUTCOMES

As the second example of how mission and core themes drive assessment of student learning, we evaluate students' achieving major program outcomes. In closing the loop, we also highlight how assessment data are resulting in changes in the program review process itself. The objective of *Students Achieve Program Outcomes* is well aligned to the university mission statement's emphasis on offering "excellent educational experiences" and a focus on student success in the core theme of *learning*. In the 2011-2014 abbreviated accreditation cycle, an indicator addressed learning in the major with a threshold that most departments submit yearly formative assessments of student learning outcomes to the [Office Institutional Effectiveness](#). This threshold was achieved and such assessments continue to be posted to the Academic Annual Assessment [website](#).

B.1. OBJECTIVES, INDICATORS, AND THRESHOLDS

For the 2015-2021 accreditation cycle, UPC approved indicators and thresholds that require direct assessments of program level student learning outcomes and student experience of "meaningful learning" in their programs. The meaningful learning indicator addressed assessments of bachelor and master students' open-ended responses about the value and significance of their learning experiences.

The indicator for students achieving program-level learning outcomes was examined by recent submissions to the program review process. As discussed above (Learning Objective D), the program

general education classes. The Signature Assignment is also a brand that students will come to expect in their general education classes. Signature Assignments are required in each Gen Ed class and entail students to applying their acquired learning to a topic related to the Big Question. The assumption is that a signature assignment helps students to exercise intellectual tools (GELO 2) by integrating and applying (GELO 4) content knowledge (GELO 1) to personally and socially significant topics (GELO 3). Practicing these activities over 12 or 13 General Education classes will promote the acquisition the outcomes. After a yearlong debate, Faculty Senate approved the GELOs and the revised GE mission that affirms the use of Big Questions and Signature Assignments in all General Education classes (March 2017). A two-year rollout of the new Gen Ed GELOs and class requirements will involve faculty creating a repository of Big Questions and Signature Assignments appropriate for each Gen Ed area. By 2021, we expect to be able to present the assessment of the GELOs based on analyses of students' Signature Assignments in our seventh-year report.

review process is mandated by Regents Policy ([R411](#)). Although such reviews do not require student outcome data, class- and now program-level assessments have become an institutional requirement. The assessment data presented in Program Reviews are summative, reflecting and integrating the previous 5- to 7-years of student learning outcome data from the yearly formative assessments.

Program review is an 18-month process that begins in the fall of a given year with a program self-study requiring the standards that include *student learning outcomes and assessment*. In the spring semester, there is a site visit by two reviewers, one outside the institution and one inside although not from the program under review. The team reviews the self-study, evaluates achievement of the standards, and completes a 3-5 page narrative report in which they identify program strengths, challenges, and recommendations for change. The report is shared with the program faculty members who write a response and submit it to the academic dean. This response includes an action plan, where necessary, for any shortcomings identified in learning outcomes, assessments, or data collection. The dean then also completes a response. In the following fall semester, all the documents are reviewed by faculty—either by Faculty Senate Executive Committee for bachelor programs or Graduate Council for master’s programs—along with the provost, associate provost, and executive director of the Office of Institutional Effectiveness. The review results in an evaluation of the status of the program and, if applicable, a timeframe for the next review (from 1 to 7 years). A summary of the review document and the decision are sent to the University Board of Trustees and the State Board of Regents for approval.

B.2 MAJOR PROGRAM REVIEW, MISSION FULFILLMENT, AND CLOSING THE LOOP

As documented in [Appendix IID](#), students achieved *Learning Objective D: Students Achieve Program Learning Outcomes* based on analyses of recent program review data and “meaningful learning” responses. The review process itself has had important consequences for the assessment and achievement of student learning outcomes. The list of relevant actions bearing on student learning from the bachelor and master’s programs reviewed in IIE1 as part of the Program Review Process are documented in [Appendix 4](#).

To provide a deeper analysis of the impact of program review on student learning outcomes, we focus on the Dance and Theatre Arts programs. These undergraduate programs are located in the Department of Performing Arts and were reviewed in 2010 and again in 2015. The 2010 review documents the student learning outcomes for each program, and the review team noted that the outcomes were not aligned to courses and there were no quantitative student data presented. Since that review, the programs overhauled their mission and student learning outcomes. The process of reorganizing and assessing strategic goals had a positive impact on the department and the students. In rewriting their mission, objectives, and program-level learning outcomes, each program revised its curriculum to include more opportunities for students to engage in high impact practices (see *Learning Objective B*) through capstone courses, performance courses, and community service. The faculty in each program further mapped outcomes to individual classes and made explicit to students the ideal pathway through the program with [degree maps](#). Both programs also revised their assessment plan and collected data on the impact of their curricular revisions. The Dance and Theater Arts programs adopted more authentic and embedded assessments to assess student learning outcomes, including juried performance. For example, one measure assessing the program’s technique and performance outcome, Dance faculty assessed students exhibiting *full focus and intention* in daily practice and final performance, which 98% of students met. Similarly, Theatre Arts faculty assessed their students on artistic and presentational skills in twice yearly juried performances. Students demonstrated an increase in mean score on a five-point scale from freshman ($M = 2.9$) to graduating senior ($M = 4.5$). As students received the weakest scores on movement and design/tech approach, the faculty revised the curriculum to offer more movement and strength training classes and extended design/tech classes from half semester to full semester. Overall, the achievement rate for the Dance and Theatre Arts programs was 93% and 95% respectively, 98% and 100% respectively for high impact or service learning outcomes. In a recent survey of graduates of the Performing Arts program by

the Strategic National Arts Alumni Project (SNAAP), 96% of responding alumni rated their experiences in the department as good or excellent.

The use of mission fulfillment data closes the loop on not only student learning outcomes in major programs but also the process of program review itself. As noted above, the program review self-study focuses on standards that address key elements in departments' academic mission and functioning. Departments are provided with data addressing its productivity (credits hours, full-time equivalents, majors, and graduates) for the previous five years. Although the productivity data are a key piece of the self-study, missing is the contribution of the program to the mission of the institution in promoting student success. That is, there are typically no data or discussions in the self-study or in any other step in the review regarding the efficiency and effectiveness of the program in promoting student success. Such data will now be regularly presented to all bachelor's degree programs undergoing review given institutional concerns about the six-year graduation rate described in [Appendix IIF](#), Indicator 1.

Motivated to understand the institutional 6-year graduation rate, which was below expectations, we examined the graduation rates of students in majors who had completed 90 credit hours in a given fall semester. The cumulative one- and two-year graduation rate of bachelor's degree students who had completed 90 credit hours averaged 32% and 55% from 2011 and 2014 combined (see Figure 2.3). The 2011-2013 cumulative graduation rate for three+ years averaged 67%, with another 5% still persisting. About a quarter of the 90-credit-hour students leave WSU without completing a degree. Although national benchmarks for graduation rates of 90-credit-hour students are unknown, the attrition rate is higher than expected.

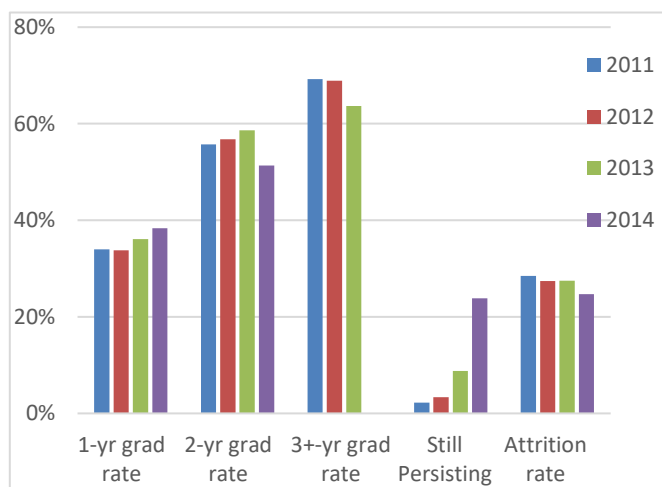


Figure 2.3: Student graduation status after completing 90 credit hours, by year

The broadening of the program review process by promoting departments' role in student success will be achieved in part by providing a host of new data, including 90-credit-hour student graduation, persistence, and attrition rates for the program, department, and university as a whole. We expect that the new program review dashboard to be unveiled in the fall will spark new discussions about departments' role in students achieving program-level learning outcomes and having students graduate in a timely manner. Departments will be invited to interpret the data in light of their unique context and goals. For some departments, the 90-credit-hour data may bring attention to their curriculum and pedagogy for preparing students for the demands of senior requirements. Other issues such as advising availability and class scheduling may also be implicated as departments begin to address their responsibility for student persistence and graduation. Such was the case with Performing Arts, who totaled a 22.5% attrition and a 22.5% persistence rate for students achieving the 90-degree-hour mark in fall 2012, 2013, and 2014. When presented with these data, the department faculty members discussed the various graduation roadblocks confronting their students. We expect that making these data available as part of program review will make the review a more meaningful and valuable process.

B.3 SUMMARY AND EVALUATION OF MAJOR PROGRAM LEARNING OUTCOMES

The indicators and thresholds used to assess bachelor and master programs support the objective that students achieve program learning outcomes. Although the indicators and thresholds were appropriate, other mission fulfillment data identifying challenges the institution faces in bachelor students' 6-year graduation rates (Learning Objective E, Indicator 1) raised concerns about whether departments are

designing their curriculum and other aspects of their functioning in ways that promote student success. These concerns were supported by data of the higher than expected attrition rate and lower than expected 1- and 2- year graduation rates of students who had completed 90 credit hours. These data and other student success indicators will be presented at the program, department, college and university level as part of the regular program review process with the expectation that program faculty will scrutinize their curriculum features and functions to better support student success. The changes in the program review process itself have already been approved by Faculty Senate Executive Committee and Graduate Council.

The changes in the program review process are central to improving both student achievement and success. The institution's mission to provide high-quality learning experiences does not compromise between students achieving program outcomes and academic success. By the seventh year accreditation review, most departments will have undergone program review in this manner, and we expect even stronger evidence of students achieving program-level learning outcomes, higher graduation rates, and lower attrition rates. Moreover, the data-informed scrutiny of programs may further support programs, departments, and colleges in strategically thinking about program growth that can ensure students achieve both learning outcomes and academic success.

PART III. SUMMARY AND CONCLUSION

This Mid-Cycle report presents evidence directly addressing three NWCCU [Eligibility Requirements](#) about the mission and core themes (requirement 3), educational program (requirement 10), and general education and related instruction (requirement 11). We have addressed each by having engaged in a systematic and rigorous assessment of ourselves and a process of continued improvement. The Mission and Core Theme requirement notably emphasizes the institution's purpose *to serve the educational interests of its students, and its principal programs lead to recognized degrees*. The institution's embrace of the 2011 mission and core themes and adoption of new objectives, indicators, and thresholds that are more comprehensive, inclusive, holistic, and rigorous, ensures consistency of institutional direction and a deeper and more meaningful assessment of its success. The mid-cycle report provides direct evidence of NWCCU Education Program requirement *of culminating in the achievement of clearly identified student learning outcomes*. This standard is addressed in *Learning Objective E* with its focus on assessing students' achievement of program learning outcomes and their experience of meaning learning. Finally, NWCCU's General Education and Related Instruction requirement obliges the institution to a *substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered*. Again, indicators and thresholds addressing student achievement of general education learning outcomes and their experience of meaningful learning in program courses provide direct evidence of the institutional mission fulfillment and NWCCU eligibility requirements.

A. MISSION FULFILLMENT AND PLANNING

WSU has reached two central conclusions with respect to mission fulfillment.

- The first conclusion affirms NWCCU [Standard 5.A.1](#), in that the mid-cycle report documents evidence of *regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments*. The new objectives, indicators, and thresholds required alternative forms of data to be collected and statistical analyses to be run. A data pipeline has been prepared to regularly collect all the mission-related data, and a talented team of analysts are ready to analyze the data for the seventh year report.

- The NWCCU [Standard 5.A.2](#) guided our preliminary assessment of mission fulfillment.⁶ These data were shared at UPC and with other constituencies such as faculty, staff, administration, and trustees who have been responsive in addressing the challenges identified.

The impact of the preliminary assessment of mission fulfillment has been a basis of institutional and divisional strategic planning⁷ consistent with NWCCU [Standard 5.B](#) (Adaptation and Sustainability). Consistent with these standards (5.B.1 to 5.B.3) concerns about mission fulfillment, notably lower than expected thresholds related to student retention rate, first semester GPA, and graduation rate, have motivated divisions to shift priorities and resources to better support student success. Academic Affairs placed issues regarding these three indicators as central to its 2016-2017 ([see Appendix 5](#)). The first three of the five goals are central to addressing the indicators that were a challenge for the institution. The last two address the community core theme and efforts to ensure long-term fiscal growth.

- The first of these goals highlights *Establishing an Academic Affairs Master Plan* that would include setting priorities to “boost our retention and completion rates.” Many of the changes in program review (documented in Part 2.B) align with establishing institution-wide academic priorities that promote student success.
- The second relevant goal was to *Improve Student Retention and Persistence, Starting with First Contact*. Initiatives around these goals support first- and subsequent-year students to overcome hurdles and make choices that will contribute to their success. One such initiative includes purchasing [Hobson’s Starfish](#), a predictive analytics and student alert and retention software that will offer communicative and analytic tools necessary to identify and provide resources for students who are at risk.
- The third goal was to *Review and Revise our General Education Program* that, among other outcomes, addresses students’ need for broad competencies and skills necessary to be successful from the first semester to graduation. The administrative support of the general education revitalization process has been a result of prioritizing this goal.
- The fourth goal was to *Facilitate the Development of a Community Civic Action Plan* that highlights WSU’s commitment to community engagement and its mission to serve as an economic leader. Through partnerships with the anchor institutions (school districts, technical college, and hospitals) and others, the goal is to forge a community action plan addressing community concerns about housing, health, and education. The community civic plan once formulated and implemented will guide future discussions of objectives, indicators, and thresholds to assess WSU’s mission to promote economic development in the community.
- The fifth goal is to *Move Forward in Recruiting out of State*. Improved recruiting efforts would: a) elevate the academic profile of the institution, b) provide a more diverse experience for our in-state students, and c) provide additional tuition revenue. Initiatives here include being more data-driven about recruitment and retention strategies. The institution has hired a consultant services to realize this goal.

⁶ Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

⁷ The planning process at WSU ([see university planning process](#)) involves both university and division planning ([see Division Plans](#)), with each plan aligned to the university mission and core themes. The plans are the basis for divisional priorities and the associated activities and measures that will lead to the accomplishment of those priorities that, in turn, will further fulfill the institutional mission. Each division plan and the university plan are reviewed at UPC annually to ensure alignment and continued consonance with the mission, resources, capacities and priorities of the institution.

President's Council, another key body in the planning process⁸, initiated goals 4 and 5 and were supportive of 1 to 3. According to our strategic [planning model](#) (consistent with NWCCU Standard [4.A.4](#) and [4.A.5](#)), President's Council is responsible for aligning objectives and strategies, and redirecting resources in light of evidence and environmental conditions which may motivate change. The Academic Affairs goals are also in alignment with those of Student Affairs, whose 2016-2017 initiatives include to *enhance the robust partnerships with Academic Affairs*. As part of the alignment, a *Student Success Task Force* was created which is composed of leadership in both divisions and has as its goal coordinating a set of initiatives for promoting the success all students.

Other divisions are also in alignment with the goals of Academic Affairs particularly around student success and mission fulfillment. University Advancement has set goals to collaborate with Academic Affairs to make support available for more high impact practices. Similarly, Information Technology is also setting goals to support student success. They are centrally involved in supporting the Starfish software and an IT infrastructure (e.g., data warehouse) to support data analytics necessary for analyzing mission fulfillment. They are also supporting the collaborative communication and mobile technologies for faculty to enhance classroom instruction in ways that will better engage students. Finally, Administrative Services has provided a fiscally and physically growing environment in broad support of the core themes of access, learning, and community.

B. MOVING FORWARD

The university's core themes and their associated objectives continue to serve as an accurate reflection of the mission of the institution. At the indicator and threshold levels, the university continues to define measures so that the most effective ones are used to identify strengths and weaknesses and enhance the continued progress of the institution.

The analysis of indicators and thresholds have alerted the institution to key strengths and particular concerns. The institution has responded to these concerns by acknowledging, addressing, and beginning to ameliorate them in anticipation of the seventh year report. Initiatives such as the academic master plan, Starfish procurement, general education revitalization, program review change, community civic action plan, and recruitment/retention strategies each reflect a responsive and responsible institution action. The university prides itself on its significant progress with the sustainability of its structures and facilities. The same spirit drives the university's efforts with the assessment and continued improvement of its academic and student services, technology, and relationships with the communities it serves.

⁸ [President's Council](#) is composed of the President, divisional Vice Presidents, and the Chief Diversity Officer. The council meets monthly.

APPENDIX 1: ASSESSMENT DATA

APPENDIX IA: ACCESS Objective A. WEBER STATE UNIVERSITY WILL OFFER PROGRAMS THAT ADDRESS THE NEEDS OF THE COMMUNITY

RESPONSIVE DEGREES Indicator 1: Enrollment will track the census in the three county catchment area as measured by fall semester, 3rd-week headcount data

RESPONSIVE DEGREES Threshold for Indicator 1: Enrollment increases parallel increases in the three county census estimates

RESPONSIVE DEGREES Rationale for Threshold Indicator 1: This new threshold assesses university responsiveness to continue to attract students in the catchment area which continues to grow.

RESPONSIVE DEGREES Analysis of Threshold 1: Census data from each of the three counties of the catchment area were summed, then the year-over-year percent increase in population was computed and summed from 2011-2016. The summed increase in population was 9.05%. A similar computation was performed on the WSU fall third week total headcount from the same time period. The summed increase in headcount was 11.33%. Although the census data were more stable over time than the enrollment data (see Figure IA1), both values were positive, which **meets** the threshold that enrollment increases *parallel* increases in three county census estimates. Future analysis will update the data.



Figure IA1: Averaged percentage change in catchment census population and enrollment by year (2011-2016)

RESPONSIVE DEGREES Indicator 2: Full-year tuition and fees for full-time, undergraduate students will continue to be reasonable

RESPONSIVE DEGREES Threshold for Indicator 2: WSU tuition will be below the mean of peer institutions

RESPONSIVE DEGREES Rationale for Threshold Indicator 2: This threshold was used to assess this indicator and objective in previous assessments of mission fulfillment. The institution remains committed to keeping costs low to assure access to students.

RESPONSIVE DEGREES Analysis of Threshold 2: According to 2016 IPEDS data, WSU charged \$5,321 annual tuition for full-time undergraduate students. The five-year trend of tuition shows a slight increase on par with the increases in peer institutions (see Figure IA2). WSU's tuition is below the average of peer institutions for 2016 ($M = \$7,570$). Averaged over the past five years, WSU's tuition ($M = \$4,962$) was the lowest of all the peers and substantially lower than the mean tuition ($M = \$7,041$, $sd = \$1,861$) by 1.12 standard deviations. As WSU tuition was not just the lowest tuition of the peer institutions averaged over the past 5 years, but substantially lower than the mean, WSU **exceeds** the threshold. Future analyses will further update the IPEDS reported tuition data.

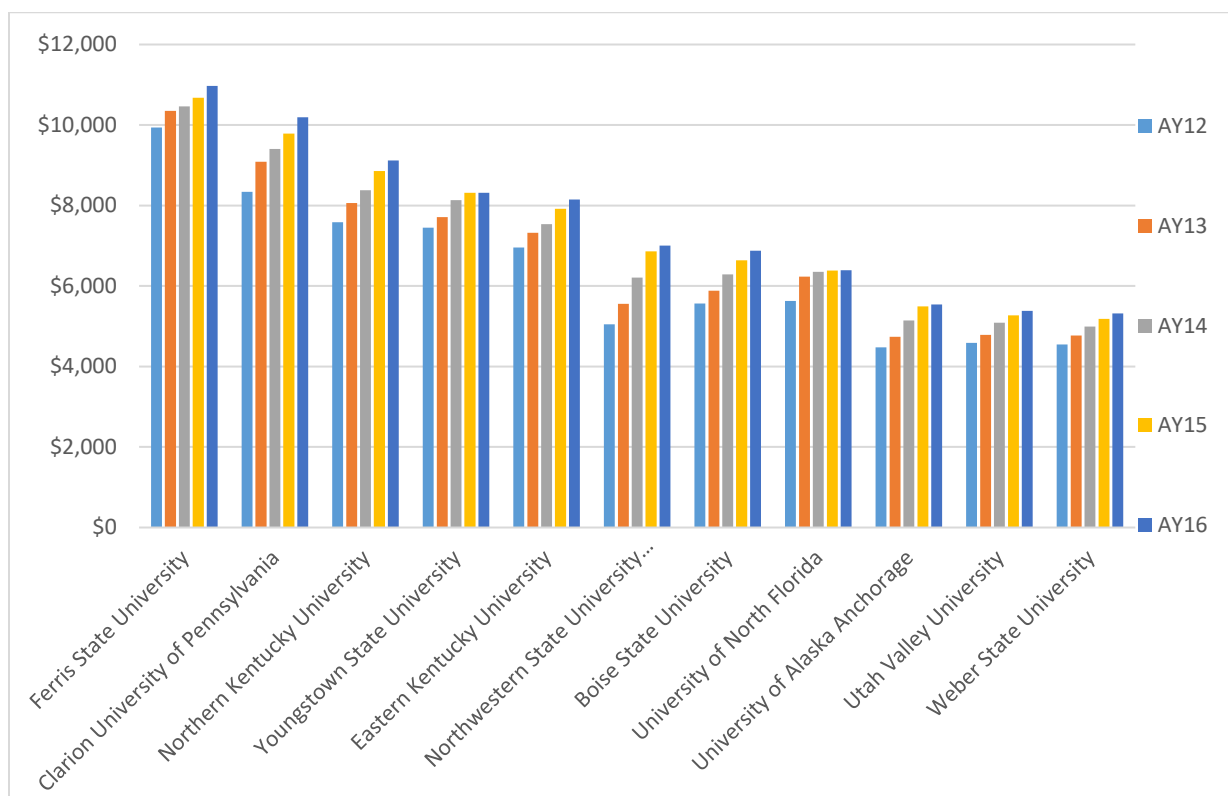


Figure IA2: Tuition for the past five years at peer institutions

SUMMARY OF OBJECTIVE A

Theme	Objective	Indicator	Threshold	Mission Fulfillment
ACCESS	Weber State will offer programs that address the needs of the community	1. Enrollment will track the census in the three county catchment area as measured by fall semester, third-week headcount data	Enrollment increases parallel increases in the three county census estimates	Meets Expectations
		2. Full-year tuition and fees for full-time, undergraduate students will continue to be reasonable	WSU tuition will be below the mean of peer institutions	Exceeds Expectations

APPENDIX IB: ACCESS Objective B: WEBER STATE WILL SERVE COHORTS OF INTEREST IN THE COMMUNITY

RESPONSIVENESS TO COHORTS OF INTEREST Indicator 1: Participation rates for “cohorts of interest” will be measured with fall semester, 3rd-week headcount data, broken down by demographic

RESPONSIVE TO COHORTS OF INTEREST Threshold for Indicator 1: Rates of WSU enrollment for “cohorts of interest” will be at least 80% of the average rate of enrollment of the highest participating group

RESPONSIVE TO COHORTS OF INTEREST: Rationale for Threshold Indicator 1: This threshold is aspirational, with the 80% threshold reflecting 4/5ths rule used by EEOC offices⁹ to test for adverse impact.

RESPONSIVE TO “COHORTS OF INTEREST” Analysis of Indicator 1: A combination of quantitative and qualitative analyses was used to assess the threshold for this indicator. A logistic regression explored the average rate of enrollment at third week of 15,846 applicants who applied as freshmen to WSU for fall semester 2013, 2014, and 2015. Students were coded as belonging to none, one, or more cohorts, each of which was treated as an independent variable in the regression predicting the percentage who enrolled. The overall enrollment rate was 45% for all students who applied. However, enrollment rate for students identified as belonging to at least one cohort of interest (*Cohort* students) was 51%. This rate is higher than the 36% enrollment rate for those who belonged to no cohort of interest (*Control* students). Compared to Control students, Low-Income ($b = 0.18$, OR = 1.20), Well-Prepared ($b = 2.46$, OR = 11.72), and Developmental ($b = 0.17$, OR = 1.18) students were more likely to enroll. The one cohort that was less likely to enroll was Ethnic Minorities ($b = -0.23$, OR = 0.80) who were 20% less likely to enroll than those in the control group (see graph IB2a).

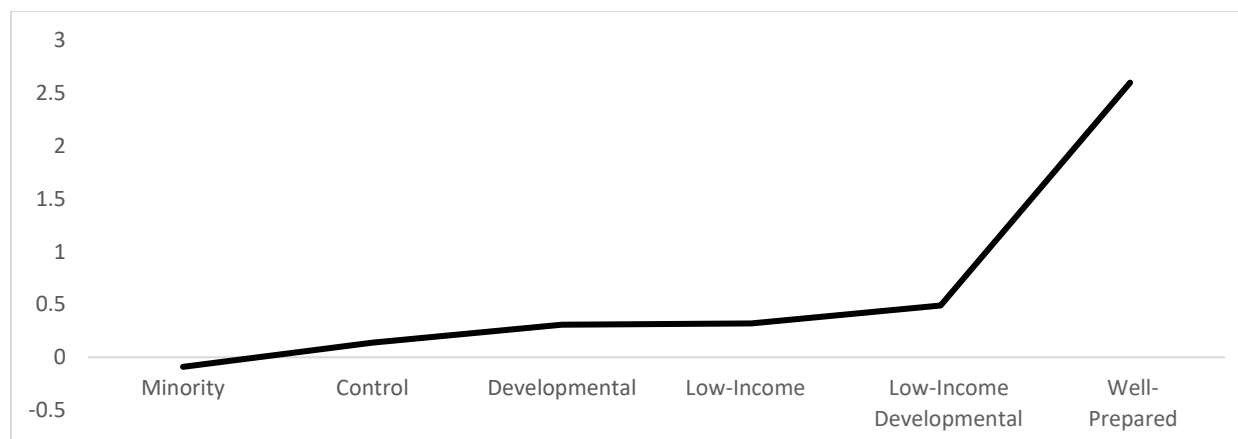


Figure IB1a: Odds of enrollment of “cohorts of interests” compared to the overall rate

To understand the Ethnic Minority enrollment rate, we qualitatively examined Hispanic students, who are the largest of the group. Between the years of 2013 and 2015, self-identified freshman Hispanic students increased from 8.7% to 9.6% of the total headcount of students at WSU. This increase in the enrollment of Hispanic students occurred despite a parallel rise of Hispanic students being accepted but not enrolling at WSU. Hispanic students represented 11% of all non-enrolling accepted students in 2013 and 13% in 2015. The data suggest that during this period,

⁹ Federal Register, Vol. 44 (43) (March 2, 1979) https://www.eeoc.gov/policy/docs/qanda_clarify_procedures.html

more Hispanic students applied to WSU and, although more enrolled, more also sought alternatives to a WSU education. What alternatives did they seek? The figure below (Figure I2Bb) suggests that 61% of the Hispanic students eventually enrolled at WSU or other universities (data from the National Student Clearinghouse). This is roughly the same rate of college participation as other minority (61%) and white (65%) students who did not initially enroll at WSU.

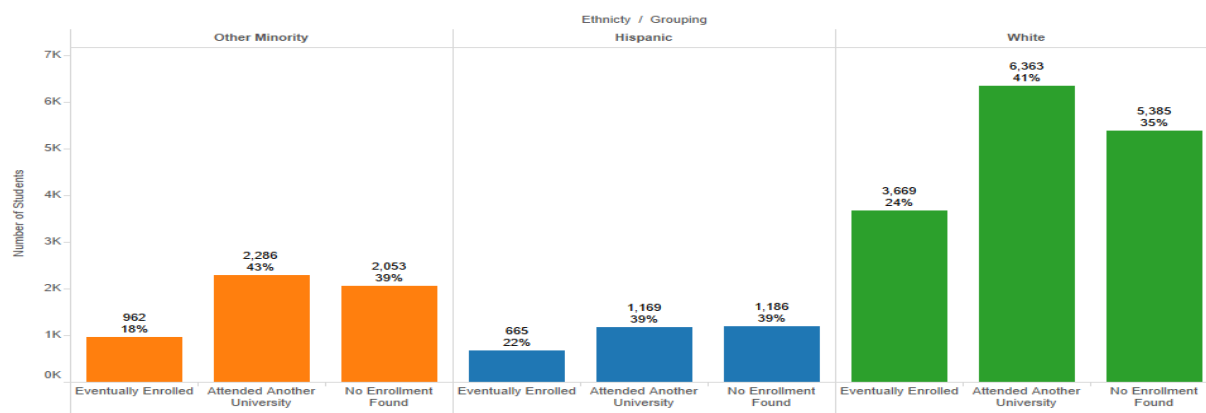


FIGURE IB1b: Educational alternatives chosen by accepted but non-enrolling WSU students

In summary, the analysis of Objective B was more detailed and specific than the threshold required which was merely an analysis of whether cohorts of interest enroll at 80% of the highest participating group. For the comparison group we used the averaged retention rate of control students whose academic performance is not the focus of a specific institutional concern as it is for the cohorts of interest. The overall enrollment rate of cohorts was higher than the rate of the control students. For these reasons, we consider this threshold as having been **met**. Future analysis will update the data and examine more recruitment data from initial contact through to enrollment.

SUMMARY OBJECTIVE B

Theme	Objective	Indicator	Threshold	Mission Fulfillment
ACCESS	Weber State will serve cohorts of interest in the community	Participation rates for “cohorts of interest” will be measured with fall semester, 3rd-week headcount data, broken down by demographic	Rates of WSU enrollment for “cohorts of interest” will be at least 80% of the average rate of enrollment of the highest participating group	Meets Expectations

APPENDIX IIA: *LEARNING Objective A. STUDENTS WHO ENROLL WILL BE RETAINED*

STUDENTS RETAINED Indicator 1: Official, first-time, full-time retention rates

STUDENTS RETAINED Threshold for Indicator 1: WSU's first-year retention rate will place it in the upper half of peer institutions

STUDENTS RETAINED Rationale for Threshold Indicator 1: This threshold was used previously and provides a key institutional indicator of student success.

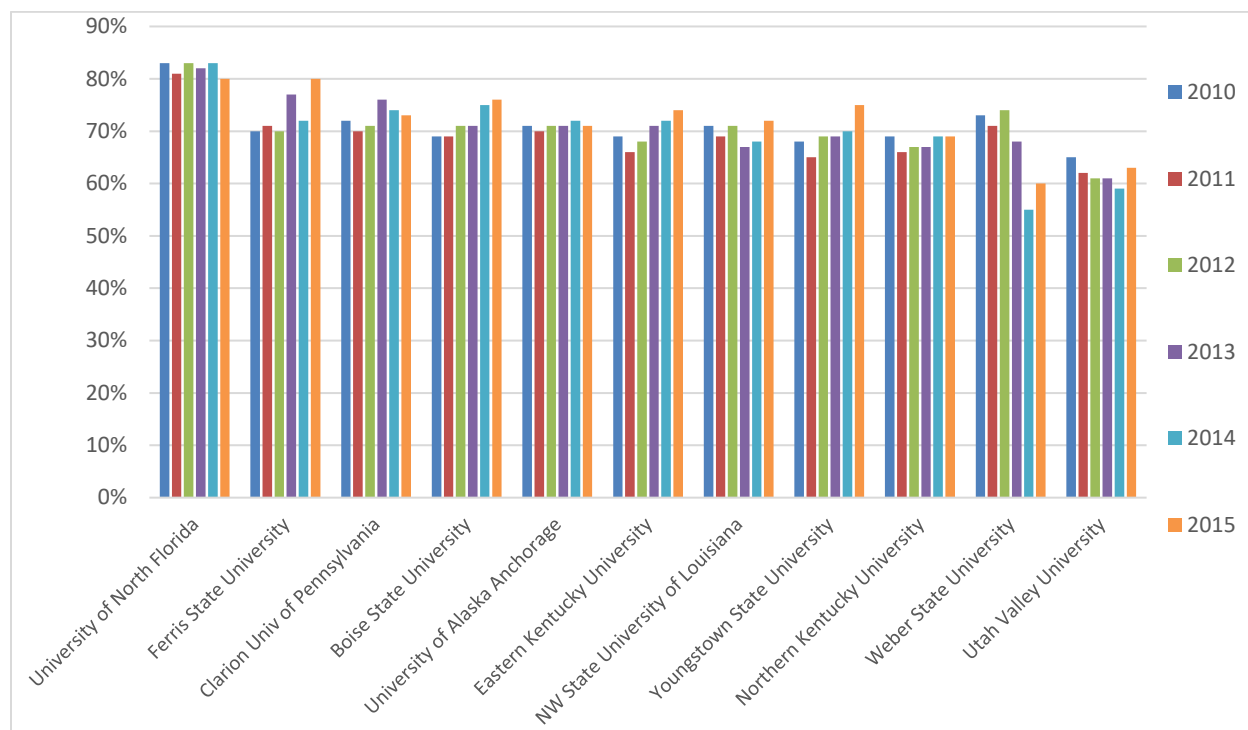


Figure IIA1a: Averaged retention rates for the past six years by peer institution

STUDENTS RETAINED Analysis of Indicator 1: The one-year retention rate of first-time, full-time freshmen in 2015 at WSU was 60%, which is slightly higher than the 2014 cohort's rate of 55% (see Figure IIA1a). WSU is in the bottom half of peer institutions for the past two years. WSU ($M = 66.83\%$) is also below the mean retention rate for peer institutions over the six-year period ($M = 70.58\%$, $sd = 4.95\%$) by about $\frac{3}{4}$ of a standard deviation (see Figure IIA1b). It is worth noting that the WSU retention is not statistically significantly different from the mean retention rate of its peers. Nonetheless, WSU is **below** the threshold expectation of being in the upper half of peer institutions. Future analyses will update the data.

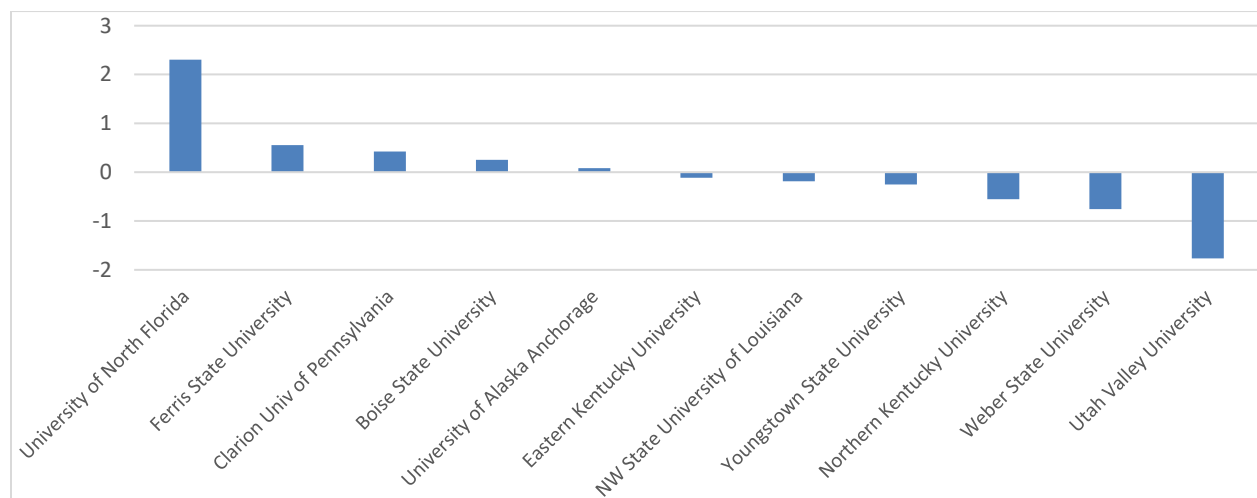


Figure IIA1b: Z scores on averaged retention rates ($M = 70.58\%$, $sd = 4.95\%$).

STUDENTS RETAINED Indicator 2: First-year retention rates of “cohorts of interest”

STUDENTS RETAINED Threshold for Indicator 2: First-year retention rates of “cohorts of interest” will be at least 80% of the average rate of retention of the highest participating group

STUDENTS RETAINED Rationale for Threshold Indicator 2: This threshold is aspirational, with the 80% threshold reflecting 4/5ths rule used by EEOC offices (see footnote 9) to test for adverse impact.

STUDENTS RETAINED Analysis of Indicator 2: Again, a combination of quantitative and qualitative analyses were used to assess the threshold for this indicator. A logistic regression explored the retention of 12,459 first-time, full-time freshmen to WSU from AY 2011 to 2015. The regression explored whether targeted cohorts were retained at rates that were lower than the rate of other students who belong to no cohorts. We coded each student as belonging to none, one, or more cohorts and treated each cohort as an independent variable predicting the percentage of students who were retained. The average retention rate was 55% for all students. The retention rate for students identified as belonging to at least one cohort of interest was 54%, which was only slightly lower than control students ($M = 57\%$) who were 31.2% of the sample. The combined cohorts are within 95% of the control group’s retention rate.

The regression revealed that some of our cohorts are more likely to be retained compared to the control, including Underprepared ($b = 0.23$, $OR = 1.26$) and Well-Prepared ($b = 0.58$, $OR = 1.79$) students. In contrast, Low-Income ($b = -0.10$, $OR = 0.90$) and Developmental ($b = -0.73$, $OR = 0.48$) students were less likely to be retained compared to the control (see Figure IIA2). The two variables are additive such that their combination further decreases the odds of students being retained.

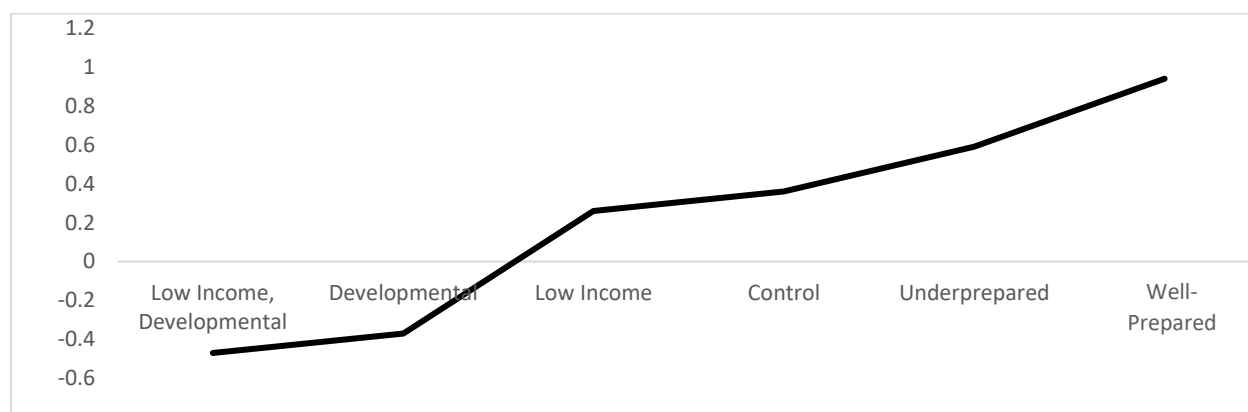


Figure IIA2: Odds of retention of “cohorts of interests” that are significantly different from the control, relative to the overall rate (0)

Analysis further explored the developmental students, who were 27% of the first-time, full-time freshmen, with a retention rate of 44%. There was a slight increase in the percentage of developmental students among the freshmen class, rising from 26% in 2013 to 32% in 2016, which may reflect changes in placement tools and policies. Research on these students (which were a basis for academic presentations and grants¹⁰) suggests that they face a unique set of

¹⁰ Grants and presentations addressing students placed in both Developmental English and mathematics: Oyler, J., & Amsel, E. (2016). *USHE Affordable Participation and Timely Completion Grant: Wildcat Scholars: Promoting success among the university’s most vulnerable students*, (\$75,000). Funded Amsel, E. (Submitted). *Department of Education, Strengthening Institutional Programs: Wildcat Scholars: A program scaffolding students to enhance, inspire, and invest in themselves* (\$2,177,335).

cognitive and non-cognitive challenges which impact their academic performance and persistence. For example, more than students placed in developmental math or needing no remediation, developmental math and English (or Dev-Dev) students may have conceptual difficulties understanding symbol systems, notably the symbols of algebra which are correlated with such critical non-cognitive skills as emotional regulation and future orientation. A pilot program designed to scaffold these students to overcome the cognitive and non-cognitive challenges and prepare them for college-level work has proven successful and is being expanded.

In summary, although effectively remediating and retaining developmental students is a challenge for the institution, the overall retention of cohorts of interest is fairly positive. The threshold for this indicator specifies the cohorts are retained at a rate that is 80% of the average retention rate of the highest participating group. For the comparison group, we used the averaged retention rate of control students whose academic performance is not the focus of a specific institutional concern as it is for the cohorts of interest. As noted above, compared to the control group, the overall retention rate of all the cohorts is above the 80% threshold, which **meets** expectation. Future analyses will continue to update the data and monitor changes associated with the institution's commitment to student success focusing on retention efforts.

SUMMARY LEARNING *Objective A*

Theme	Objective	Indicator	Threshold	Mission Fulfillment
LEARNING	Students who enroll will be retained	1. Official, first-time, full-time retention rates	WSU's first-year retention rate will place it in the upper half of peer institutions	Below Expectations
		2. First-year retention rates of "cohorts of interest"	First-year retention rates of "cohorts of interest" will be at least 80% of the average rate of retention of the highest participating group	Meets Expectations

APPENDIX IIB: LEARNING *Objective B*. STUDENTS WILL PARTICIPATE IN ENGAGED LEARNING EXPERIENCES

ENGAGED LEARNING Indicator 1: Percentage of students participating in engaged learning experiences

ENGAGED LEARNING Threshold for Indicator 1: More than two-thirds of WSU seniors will have one of five identified engaged learning experiences: Community Service, Internship, Capstone Experience, Undergraduate Research, or Study Abroad

ENGAGED LEARNING Rationale for Threshold Indicator 1: This threshold has been used previously to assess objectives and indicators addressing student engagement and reflects the commitment of the institution to high-impact practices.

ENGAGED LEARNING Analysis of Indicator 1: Indicators of student engaged learning experiences were examined over time. Participation or planned participation in most of the

Amsel, E., Chapman, H., Grotz, S., Huntington, A., Niklason, G., & Oyler, J. (June, 2017). Developmental approaches to promoting student success. In N. Budwig (Organizer), *Promoting college student success*. Symposium presented at the Annual Conference of the Jean Piaget Society.

Amsel, E. (Submitted). An assets-based scaffolding model of student success. In E. Amsel (Organizer), *Developmental science and students success: Holistic approaches to scaffolding students' transformative experiences in higher education*. Symposium submitted to the 2018 AACU Annual Conference.

targetted engaged learning activities was sampled from NSSE responses which were completed by 2,600 seniors in 2011, 2013, and 2015. The NSSE data were augmented by community engagement participation data from the [Center for Community Engaged Learning \(CCEL\)](#). Figure IIB1 below presents the percentage of seniors reporting engaged learning activities over time which are specified by the indicator.

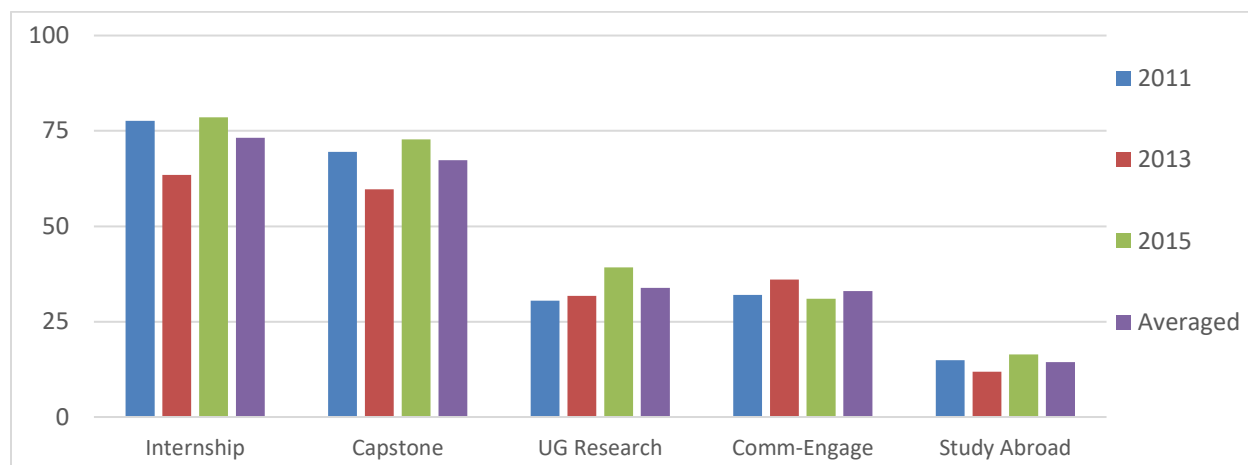


Figure IIB1: Percentage of seniors reporting participating or planning to participate in each of five engaged learning activities

More targeted analysis of the NSSE data identified the percentage of seniors who have or planned to engage in at least one or more of six HIPs (including leadership and learning community, but excluding community engagement) from 2011 to 2015. The data are averaged over the three data points, and the results are presented in Table IIB1. Overall, 75% of seniors report at least one engaged learning activity, which **meets** the threshold of 66%. Future analyses will update the data.

Engaged Learning Activities	Averaged Percentage of all Seniors 2011-2015
One Engaged Learning Activity	16%
Two Engaged Learning Activities	20.3%
Three Engaged Learning Activities	16.2%
Four Engaged Learning Activities	11.5%
Five Engaged Learning Activities	6.5%
Six Engaged Learning Activities	3.9%
At Least One Engaged Learning Activity	75.0%

Table IIB1: Averaged percentage of senior students who have or planned to engage 1 to 6 engaged learning activities

ENGAGED LEARNING Indicator 2: Qualitative themes from the graduate survey about learning and meaningful learning experiences

ENGAGED LEARNING Threshold for Indicator 2: At least 70% of students will identify engagement as a “meaningful” learning experience at WSU, which will be noted through qualitative theme identification from open response questions

ENGAGED LEARNING Rationale for Threshold Indicator 2: This threshold is new and aspirational. We assumed that a majority of graduating seniors would recognize and value the meaningfulness of what they learned, rather than merely celebrating having completed their studies.

ENGAGED LEARNING Analysis of Indicator 2: The qualitative collection of student voices about the meaningfulness of their learning experiences occurred by assessing two open-ended questions posed on the graduation survey. The survey was completed by approximately 2,393 graduates earning a bachelor’s degree in Spring 2017. The open-ended questions on the “Graduating Student Survey” included *What was your most meaningful experience at WSU* and *Two things you learned at WSU that you will use in the future*.

The generality of the questions allows for an analysis of whether the students recognized and valued of their academic engagements required to complete their degree as distinct from more general qualities associated with overcoming challenges and achieving goals. That is, at a time when students are celebrating their completed degree, we examined whether they spontaneously mention the value of what they learned, reflecting their acquisition of accessible and usable knowledge.¹¹

We coded responses as indicating an *engaged learning experience* if a student articulated a process or product of their academic activities that goes above and beyond merely completing a course or graduating with a degree. The responses of 502 bachelor’s degree students who completed at least one question were coded.

The following were coded as *engaged learning* responses:

- *I enjoyed working on the staff for Weber State University's literary journal, 'Metaphor' and being able to present my fiction at the NULC conference in 2015 and 2016*
- *When I did community service at Youth Impact for my Social Work class*
- *The one-on-one work with professors/supervisors regarding undergraduate research. It was a way to more fully integrate with my department and acted as a wonderful learning opportunity to involve myself with graduate-level work*
- *Written and oral communication skills*
- *Group skills*
- *Analytical thinking and the ability to look over studies and find more information. This applied as part of nearly all my classes, as well as in the CCEL program.*

The following were coded as *non-engaged learning responses* (while we recognize them as valuable insights):

- *Being able to finish my degree and be able to finally finish*
- *Getting an education*
- *Making life long friends*
- *I can still get A's after age 50*
- *I'm a tough cookie*
- *Hard work will get you there*

¹¹ Mayer, R. E. (2002). Rote versus meaningful learning. *Theory into Practice*, 41(4), 226-232.

Interrater reliability based on 10% of the responses was 98%. A total of 84% of graduating bachelor's students made one response that was coded as meaningful learning, which is above the 70% threshold, so it **meets** expectation. Future analyses will code more data based on curricular and co-curricular activities. Also, we are planning to run focus groups composed of seniors discussing their meaningful experiences in engaged learning activities. The questions will more directly assess the value these students place on various high impact activities.

SUMMARY LEARNING *Objective B*

Theme	Objective	Indicator	Threshold	Mission Fulfillment
LEARNING	Students will participate in engaged learning experiences	1. Percentage of students participating in engaged learning experiences	More than two-thirds of WSU seniors will have one of five identified engaged learning experiences: community service, internship, capstone experience, undergraduate research or study abroad	Meets Expectations
		2. Qualitative themes from graduate survey about learning and meaningful learning experiences	At least 70% of students will identify engagement as a "meaningful" learning experience at WSU, which will be noted through qualitative theme identification from open response questions	Meets Expectations

APPENDIX IIC: LEARNING *Objective C*. STUDENTS WILL ACHIEVE GENERAL EDUCATION LEARNING OUTCOMES

GENERAL EDUCATION *Indicator 1*: Results of general education learning outcome assessment

GENERAL EDUCATION *Threshold for Indicator 1*: Data aggregated at the core and breadth levels indicate that 80% of students taking Gen Ed courses are achieving outcomes at a level of 70% or higher

GENERAL EDUCATION: *Rationale for Threshold Indicator 1*: This threshold is new and aspirational, reflecting the goal of a majority of students who complete general education courses achieving outcomes that would correspond to them earning a grade of C- or higher.

GENERAL EDUCATION *Analysis of Indicator 1*: To analyze this indicator, we examine course data submitted for general education renewal. The renewal policy (passed in 2014) requires that each general education core and breadth course be evaluated every seven years for evidence of student learning outcomes. Starting in fall 2016 and continuing over the subsequent two years, departments teaching general education courses must demonstrate to the satisfaction of the curriculum committee that each class achieves thresholds for each outcome based on data from at least two semesters. The unique outcomes associated with each general education breadth and core areas are based on Utah Regent's [R470](#) Policy as interpreted by members of the university area committees (see [Area General Education Outcomes](#)). A failure to achieve any threshold must be accompanied by a plan to improve student-learning outcomes. Details of the renewal process and the forms of action plans that have been proposed are discussed in Section 2.A (Assessment and Revitalization General Education) and [Appendix 2](#).

In the general education renewal process, as for all course assessments, departments define and set thresholds for student learning outcomes. As a result, the threshold of this indicator (80% of the students achieving a score of 70% or higher) requires aggregating across a range of departmental thresholds. The 70% standard represents a compromise across the General Education program. Core courses generally require that a majority of students achieve a standard of 75%, aligning with a passing grade of C. In contrast, breadth courses propose a lower standard, sometimes as low as 65%, due to a D being considered as a passing grade.

Similarly, the designation of 80% as the proportion of student achieving the standard of 70% also represents a compromise across disciplines. For example, physical and life sciences often use a 70% designation, although student performance typically exceeds that level. Such was the case with the 18 physical sciences courses (taught by 5 departments) and 14 life science courses (taught by 7 departments) which were submitted for renewal in fall 2016. A total of 3 courses were not reviewed due to lack of sufficient evidence because they were new. These courses will be resubmitted as soon as new data are collected.

Averaging over the forms of assessment and the ways they were reported across classes and departments¹², the renewed physical and life science courses averaged an *achievement rate* of 81.70%, with a standard deviation of 6.74%. The physical science course mean achievement rate was slightly higher ($M = 82.36\%$, $sd = 6.8\%$) than the life science ($M = 80.85\%$, $sd = 6.82\%$), but the difference was not significant. Given that the achievement rate was higher than 80%, we consider the threshold being **met, pending future data**. Future analysis will update the physical and life sciences with re-submitted courses. Additionally, future analyses will report the percentage of students successfully achieving each general education outcome for other breadth and core courses undergoing renewal in 2017 and 2018. The analysis will continue to compare student performance in general education courses across areas and then report aggregated average achievement rates.

GENERAL EDUCATION Indicator 2: Qualitative data gathered at graduation from focus groups

GENERAL EDUCATION Threshold for Indicator 2: At least 70% of students will identify meaningful learning outcomes in the core or breadth areas, which will be noted through qualitative theme identification gathered from focus groups of graduating students

GENERAL EDUCATION Rationale for Threshold Indicator 2: The threshold is aspirational and based on the assumption that a majority of students will recognize and value the broad-based and transferable skills associated with general education learning outcomes.

GENERAL EDUCATION Analysis of Indicator 2: Students' qualitative expression of the meaningfulness of their general education occurred in two ways. A series of focus groups examined the meaningfulness of students' general education classes. Over the past two years, 14

¹² The analysis required averaging over student performance for each measure used to assess each outcome for each Gen Ed course. Often times this meant averaging over data presented as percentage of students achieving a threshold (e.g., 82% of students achieved the threshold of 70%) and the overall student performance expressed as a percentage (e.g., student average on a test was 80%). It is worth noting that that an 80% average on a measure is consistent with 80% of the students having a score above 70%, assuming a normal distribution and a *sd* of about 12 (one-tail $z = .84$ representing approximately 80% of scores). Because of the procedure of averaging over the ways of reporting student performance, we designate the resulting statistic as the **achievement rate**, which reflects an overall success rate in meeting the threshold. Consistent with the goal of the analysis of Gen Ed student learning outcomes, we set 80% as the threshold for the achievement rate. That is, the overall achievement rate means students averaged at or above 80% on assessments or that at least 80% of them were above the threshold for the class. In either case, such outcomes are at or above the threshold of 80% students achieving 70% of the outcomes.

focus groups involving 127 students examined the meaningfulness for students of their social science, diversity, physical / life science, creative arts, and WSU general education classes. Thematic analyses of student responses were positive.

Physical and Life Science (9 students in 2 focus groups): For the most part students enjoyed the physical and life science courses they took. In expressing their ‘take away’ ideas, they recognized, *“I didn’t know how much I didn’t know”* but that *“I can now debunk myths I used to believe in.”* Students were able to generate examples of biological or physical systems central to Gen Ed SLOs – *how damming impacts drought, how what we eat impacts how our bodies perform, why it is advantageous for trees to drop millions of seeds that are consumed by animals, and how predator/prey management can help to restore forests and rivers.* With regard to the scientific method, students show some insight into science being more complex (e.g. non-linear and iterative) than the typical presentation of it in high school. Students felt that most of the courses had an appropriate level of rigor and that they came away with a good foundation in science.

Social Sciences (26 students in 3 focus groups): Students were mostly pleased with their general education social science classes. Even those who claimed to have registered for their class simply to check off a requirement found that they enjoyed the content and found it very applicable to their lives. Most reported that they believed their social science experience would help them to better engage and cope with the world around them. They believed that they would take what they learned and be able to use it in the diverse situations they expect to face.

Creative Arts (30 students in 3 focus groups): Students believed that exposure to their creative arts classes provided them with a different perspective from which to approach problems and situations. Many reported looking at artwork and events (concerts, movies, literature, etc.) from a totally different perspective and appreciating the activities more. One student reported a newfound interest in going to dance performances that he did not have before because of his ability to now appreciate movement. Another student expressed an improvement in understanding and appreciating why a director might include a certain shot. A third student applied what she learned about diversity in the arts to helping students of different abilities to express themselves in formats other than verbal or written. As a fourth student put it, *“I learned I have creative abilities.”*

Diversity (16 students in 2 focus groups): Students believed that exposure to diversity helped to prepare them for the future. Specifically, this exposure was seen as opening doors to career options that were unknown prior to their studies. One student stated that this exposure has *“given me perspective and helped me realize my career potential.”* Another stated that *“I feel more confident in approaching different situations”* and that *“the experiences of my professors have shown me that there are many options for the future.”* Overall, students believed diversity and exposure to different ideas was an important topic and that it was needed for their education to be complete. However, this does not mean these classes were not uncomfortable. The main theme that emerged was that exploring diverse topics often made them uncomfortable. Most stated that eventually, they came to love the class that pushed them, but that initially it was very uncomfortable.

WSU Courses (46 students in 4 focus groups): WSU courses are new interdisciplinary general education courses (described in Section 2 A2) and the focus groups were conducted as part of their assessment. Students overwhelmingly valued these courses. They particularly valued the instructor interaction, the depth of coverage that is provided, and the exposure to and encouragement of disciplinary perspective-taking that the courses entail. Comments included, *taught about History and Micro, but the area in-*

between where they connect – those connections aren't made in traditional GE courses; More interaction with classmates was expected. The course also strengthen the students as learners, with students expressing that they were *pushed out of their comfort zones*. Other cmmts included, *I now can discuss issues better; I'm less polarized in my view of the world.* The faculty-mix seems to be key and the willingness of the faculty to be organized, but flexible was important.

The focus groups could not be designed to directly assess the threshold for this indicator. To more systematically assess the threshold we assessed two open-ended questions posed on the Graduating Students survey which was completed by 2,136 graduates earning an associate's degree (AS, AA, AAS and others) in spring of 2017. A total of 336 associate's degree students responded to one of the following questions: *What was your most meaningful experience at WSU* and *Two things you learned at WSU that you will use in the future.*

Student responses were coded according to whether they made reference to general education classes or to general education student learning outcomes¹³ as distinct from other experiences associated with attending and graduating college with an associate degree. For example, the following responses were coded as a meaningful learning experience in general education:

- *How to work in a team*
- *Anatomy (a Gen Ed courses)*
- *Nutrition (a Gen Ed course)*
- *Critical approaches to literature*
- *How to professionally communicate with my superiors.*
- *Group projects*
- *Researching techniques*
- *How much diversity there is in the world and even just in Utah*
- *learning problem-solving skills*
- *One of the most meaningful learning experiences was in in COMM 2110. [My professor] helped the class see the world in a different perspective. It really opened my eyes to how I communicate with others and how I see the world.*

These responses were in contrast to those that addressed outcomes not specifically related to general educational classes or LEAP or PASSPORT outcomes. For example, the following were not coded as meaningful learning in general education. Of course, these are important outcomes for students and legitimate expressions of the meaningfulness and value of their education. However, they are not specific to general education.

- *Learning to become proactive and asking for help*
- *Being confident*
- *Hard work*
- *To be cautious of the associations I have*

¹³ We coded responses as indicating *meaningful learning* in general education which were tied to to [LEAP Essential Learning Outcomes](#) which have been adopted by the Utah State as policy. Specifically, we coded as meaningful those responses emphasizing LEAP *Intellectual and Practical Skills*, *Personal and Social Responsibility*, and *Integrative and Applied Learning* outcomes, de-emphasizing specific content (Knowledge of Human Cultures and the Physical and Natural World) unless a specific Gen Ed course was identified. We also included WICHE [Passport](#) outcomes as WSU offers the Passport to student completing their Gen Ed courses with no grade below a C. Finally we coded "soft skills" (e.g., time management) as meaningful learning in Gen Ed as they are aligned with liberal education and embedded in LEAP and Passport outcomes (see AACU President Carol Geary Schneider's [comments](#))

- *Always attend classes even if I'm sick*
- *Got better at not procrastinating.*
- *How to get involved*
- *My most meaningful experience was in the gym. I made a lot of friends in the gym.*
- *Making connections with people*
- *How to work hard. Biomed*

Interrater reliability was 90% based on 10% of the coded responses. Across questions, 74% of associate's degree students made at least one response identifying meaningful learning outcomes in the core or breadth areas, **meeting** the threshold of 70% students. More generally the open-ended questions confirmed the focus group responses that students appreciate the meaningfulness and value of the General Education program. Future analyses will include more focus groups addressing other general education breadth (Humanities) and core (Quantitative Literacy, Composition, and American Institutions) areas.

SUMMARY LEARNING *Objective C*

Theme	Objective	Indicator	Threshold	Mission Fulfillment
LEARNING	Students will achieve general education learning outcomes	1. Results of general education learning outcome assessment	Data aggregated at the core and breadth levels indicate that 80% of students taking Gen Ed courses are achieving outcomes at a level of 70% or higher	Meets Expectations
		2. Qualitative data gathered at graduation from focus groups	At least 70% students will identify meaningful learning outcomes in the core or breadth areas, which will be noted through qualitative theme identification gathered from focus groups of graduating students	Meets Expectations

LEARNING *Objective D. STUDENTS WILL ACHIEVE PROGRAM LEARNING OUTCOMES*

PROGRAM OUTCOMES Indicator 1: Results of program-level learning outcome assessments

PROGRAM OUTCOMES Threshold for Indicator 1: Data aggregated at the program level indicate 90% graduating seniors are achieving program level outcomes at 80% or higher

PROGRAM OUTCOMES Rationale for Threshold Indicator 1: This threshold is aspirational, reflecting the goal that a majority of students who complete bachelor's and master's degrees achieve program outcomes that would correspond to them earning a grade of B- or higher.

PROGRAM OUTCOMES Analysis of Indicator 1: As detailed in Section 2B, USHE Regent's R411 policy requires that each program be reviewed every five to seven years, if not sooner. For this analysis, we focused on bachelor's and master's programs that had recently undergone Regents review. Programs that were recently reviewed are more likely to include program-level outcomes as they were explicitly requested starting in 2015. Departments use a variety of program-level outcome assessments including standardized tests, juried performances, accreditation-based assessments, portfolios, capstone projects, surveys / questionnaires / interviews, and summation of class-level outcomes. Moreover, departments set their own thresholds for program review, just as they do for course assessments. As a result, the threshold

of this indicator (90% of the students achieving a score of 80% or higher) requires aggregating assessments across different program review data. The 80% standard reflects a compromise across programs, just as the 70% standard did for general education. The 90% value is higher than the proportion used by most programs required to meet the threshold that is often set at 80%. However, student performance typically exceeds that level.

To analyze this indicator, we examine data prepared for bachelor-level program review over the past two years. There were 11 bachelor-level programs reviewed of which nine were assessed for this analysis. Two programs lacked complete program-level review data. We also reviewed graduate programs submitted for program review over the past five years that included program-level outcomes. Ten program reviews were submitted of which eight were reviewed with two lacking program-level reviews.

Averaging over the forms of assessment and the ways they were reported¹⁴, the program-level outcomes had an averaged achievement rate right at the threshold of 90%, with a standard deviation of 7.23%. Student achievement rate for the bachelor's and master's programs were each at 90%. We consider the threshold **being met, pending future data**. Future analysis will update the percentage of students successfully achieving program-level outcomes for additional programs undergoing review.

PROGRAM OUTCOMES Indicator 2: Qualitative data gathered at graduation from focus groups

PROGRAM OUTCOMES Threshold for Indicator 2: At least 70% of students will discuss meaningful learning outcomes achieved in their program of study, which will be gathered through exit interviews, graduating student surveys, or other qualitative instruments

PROGRAM OUTCOMES Rationale for Threshold Indicator 2: The threshold is new, aspirational, and based on the assumption that a majority of students come to recognize and value what is learned in their program of study.

PROGRAM OUTCOMES Analysis of Indicator 2: A focus group format was not the ideal context to collect qualitative assessment of individual students' experience of meaningful outcomes. To systematically assess the threshold we examined responses to two open-ended questions posed on the survey which was completed by approximately 2,393 graduates earning a bachelor degree in spring of 2017 and 254 graduates earning master degrees. These were the same open-ended questions used in previous analyses: *What was your most meaningful experience at WSU* and *Two things you learned at WSU that you will use in the future*. A total of 498 bachelor's and 64 master's graduates gave at least one response to the questions.

The meaningfulness of students' program-level learning was assessed by whether they referenced academic experiences in program classes or to their acquisition of program outcomes as distinct from other meaningful experiences associated with attending and graduating college. For example, the following responses were coded as a meaningful learning experience in programs of study:

¹⁴ Like the general education analysis, this analysis averaged over student performance for each measure used to assess each program-level outcome. Often times, this meant averaging over data presented as percentage of students achieving the threshold (e.g., 82% of students achieved the threshold of 80%) and the overall student performance transform as a percentage (student average on a measure was 94%). Then the overall course average was computed and aggregated averages across outcomes in the program and then across programs. Because of averaging over percentage of students and overall student performance, we again designate the resulting statistic as the **achievement rate** (see footnote 13).

- My interactions with the teachers in the chemistry department, they all seemed to take a special interest in me
- Software Engineering II class
- Creating a sound/projection design for the DPA's plays and musicals and seeing the creation upon completion
- Having professors that knew who I was and were actively engaged in my education
- Working with the other special education teacher candidates and professors. Everyone was so supportive, and I learned a lot from everyone.
- Applied knowledge of MLS
- Technical writing
- Everything from the Social Work program will be applicable
- Management skills
- How to do and present research

In contrast, responses were not coded as *meaningful learning in the program* that referenced experiences that were not specifically related to program classes or outcomes. For example, the following were not coded as meaningful learning in their programs:

- Being involved in student government has been one of the most meaningful experiences at WSU because it allowed me to meet professionals within the institution and in the community
- Participation in Beta Alpha Psi
- The ability to work and attend school with a flexible schedule
- Playing on the women's soccer team
- Always apply yourself to the best of your ability

A total of 84% of the Bachelor and 91% of the Masters graduates made at least one response identifying meaningful learning in their program which **meets** the threshold of 70% students. Future analyses will include focus groups addressing select bachelor and master degree programs.

SUMMARY LEARNING Objective D

Theme	Objective	Indicator	Threshold	Mission Fulfillment
LEARNING	Students will achieve program learning outcomes	1. Results of program level learning outcome assessments	Data aggregated at the program level indicate 90% graduating seniors are achieving program level outcomes at 80% or higher	Meets Expectations
		2. Qualitative data gathered at graduation from focus groups	At least 70% of students will discuss meaningful learning outcomes achieved in their program of study, which will be gathered through exit interviews, graduating student surveys, or other qualitative instruments	Meets Expectations

APPENDIX IIE: LEARNING Objective E: LOWER-DIVISION STUDENTS WILL ACHIEVE SUCCESS

LOWER-DIVISION SUCCESS Indicator 1: Average first-semester GPA

LOWER-DIVISION SUCCESS Threshold 1: 80% of first-time students will achieve a first-semester GPA of 2.2 or above

LOWER-DIVISION SUCCESS Rationale for Threshold 1: The 80% threshold is aspirational and ensures institution attention to the academic engagement of first year students.

LOWER-DIVISION SUCCESS Analysis of Indicator 1: First-time freshman's first-semester (fall) GPAs were collected from 2011-2016. Overall, 65% of students had GPAs at 2.2 or above, which is well **below** the threshold of 80%. Of the third of the first-year students with first-semester GPAs below 2.2, 40% had GPAs of 0.00. Most of the 0.00 students (70%) failed all the college credit-bearing courses in which they had enrolled. Perhaps not surprisingly the students placed in both developmental math and English (who are 30% of the first-time students) are overrepresented among those whose first semester GPA is under 2.2 (65%) and is 0.00 (55%). Future analyses will continue to track students' first semester GPAs.

LOWER-DIVISION SUCCESS Indicator 2: Number of course repeats

LOWER-DIVISION SUCCESS Threshold for Indicator 2: At least 70% of students will repeat core courses an average of two or fewer times

LOWER-DIVISION SUCCESS Rationale for Threshold Indicator 2: The threshold is new and addressed the concern that students are failing to complete the quantitative literacy (core general education courses) requirement in a timely manner due to being required to repeat the class.

LOWER-DIVISION SUCCESS Analysis of Indicator 2: To assess this threshold, the data on course repeats of core general education classes were analyzed in two ways. The first was a retrospective analysis of the core general educational repeats of graduating seniors in 2015. These courses include American Institutions (AI), Composition (Comp), and Quantitative Literacy (QL). The retrospective analysis of 2015 graduating students' transcripts demonstrated less than 1% of the students having more than 2 repeats (see Figure 2E2a), **meeting expectations**.

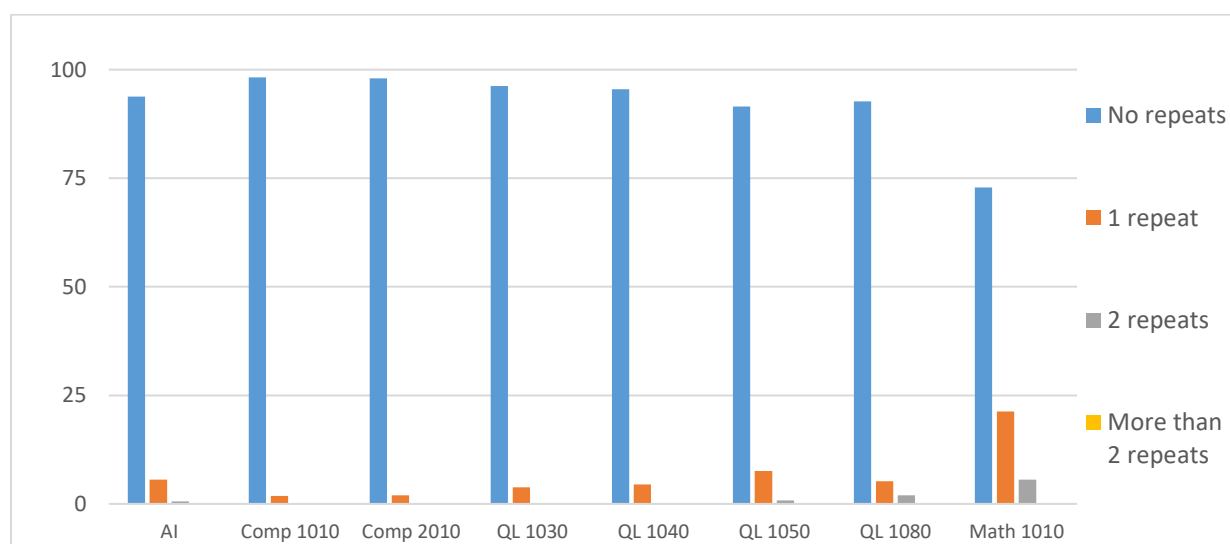


Figure 2E2a: Percentage of graduated students who repeated 0, 1, 2, or more core general education courses by course (included Math 1010, which is a prerequisite for some QL classes)

The second analysis was a prospective examination of cohorts of freshmen from 2010 to 2014 that explored the number of times students repeated general education core QL. Included in this analysis, as in the previous one, was Intermediate Algebra (Math 1010) as it was the most repeated course in the

retrospective analysis and serves as a prerequisite for some QL classes. The average of more than two repeats was 9.0% ($sd = 6.5\%$). Z-scores of averaged percentage of students with more than two repeats of QL and prerequisite math class also **meets expectations** by being below the threshold of 30% of students with 2 or more course repeats. For future analysis, we will continue to collect and monitor data on QL course repeats prospectively and retrospectively.

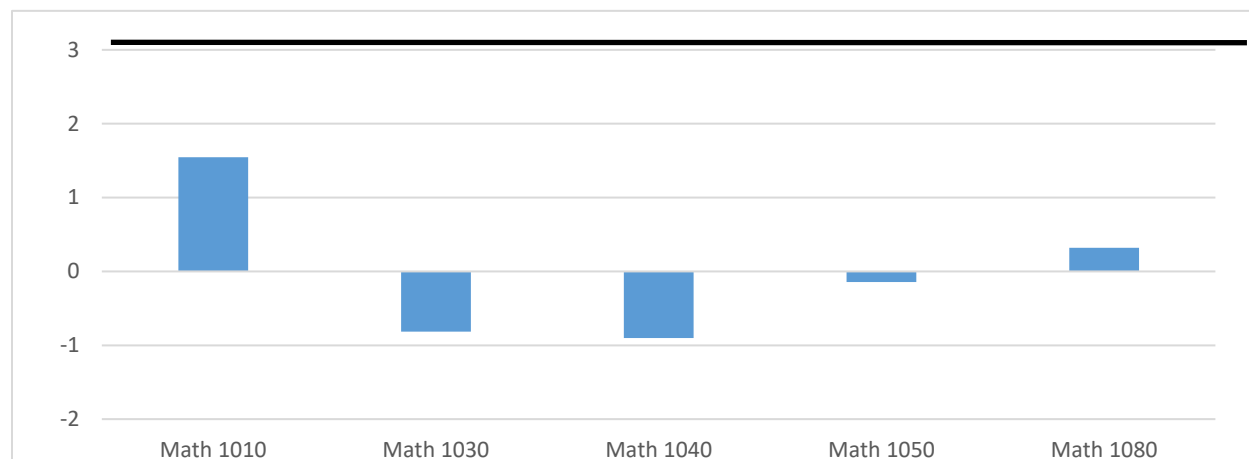


Figure 2E2b: Z-scores for averaged percentage of students repeating general education QL (math 1030, 1040, 1050, and 1080) and (Math 1010) courses more than twice ($M = 9.0\%$, $sd = 6.7\%$). Note: The black line represents the threshold below which we exceed expectation.

SUMMARY LEARNING Objective E

Theme	Objective	Indicator	Threshold	Mission Fulfillment
LEARNING	Lower-division students will achieve success	1. Average first-semester GPA	80% of first-time students will achieve a first-semester GPA of 2.2 or above	Below Expectations
		2. Number of core course repeats	At least 70% of students will repeat core courses an average of two or fewer times	Meets Expectations

APPENDIX IIF. LEARNING Objective F: STUDENTS WILL COMPLETE DEGREES

STUDENTS PROGRESS IN THEIR PROGRAMS Indicator 1: Students will complete degrees as measured with six-year graduation rates

STUDENTS PROGRESS IN THEIR PROGRAMS Threshold for Indicator 1: WSU's six-year graduation rates will place it in the upper half of peer institutions

STUDENTS PROGRESS IN THEIR PROGRAMS Rationale for Threshold Indicator 1: This indicator was used in past accreditation reports and remains a key institutional indicator.

STUDENTS PROGRESS IN THEIR PROGRAMS Analysis of Indicator 1: The WSU six-year graduation rate reported in IPEDS for the 2009 first-time, full-time freshmen cohort is 38% and 35% for the 2008 cohort. Each rate is notably lower than it has been over the previous years (see Figure IIF1a), placing WSU in the bottom half of peer institutions for those years. However, the six-year graduation rate averaged over all cohorts places WSU (40.8%) above the average for all the peer institutions ($M = 38.56\%$, $sd = 9.08\%$) by a quarter of a standard deviation point (see Figure IIF1b). Despite WSU's rate being in the top half of its peer institution for averaged six-

year graduation rates, the lower than expected rates for the past two years is an institutional concern and is **below** threshold expectations. The future analysis will continue to update and monitor students' six-year graduation rates.

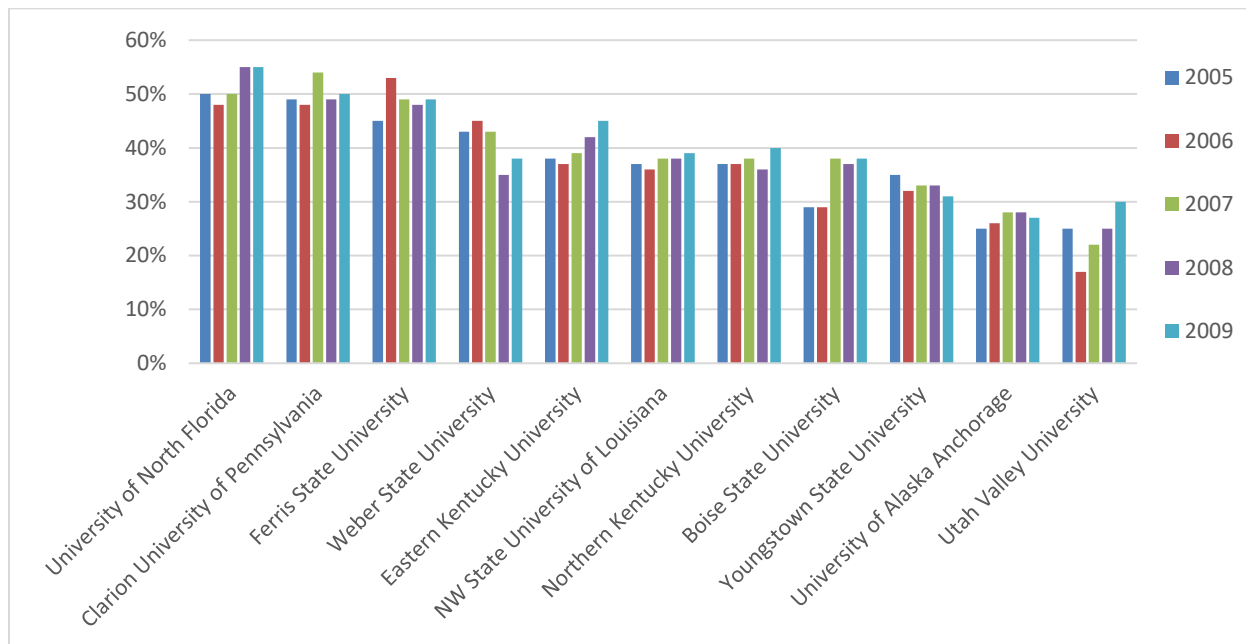


Figure IIF1a: Graduation rates for the past six years by peer institutions

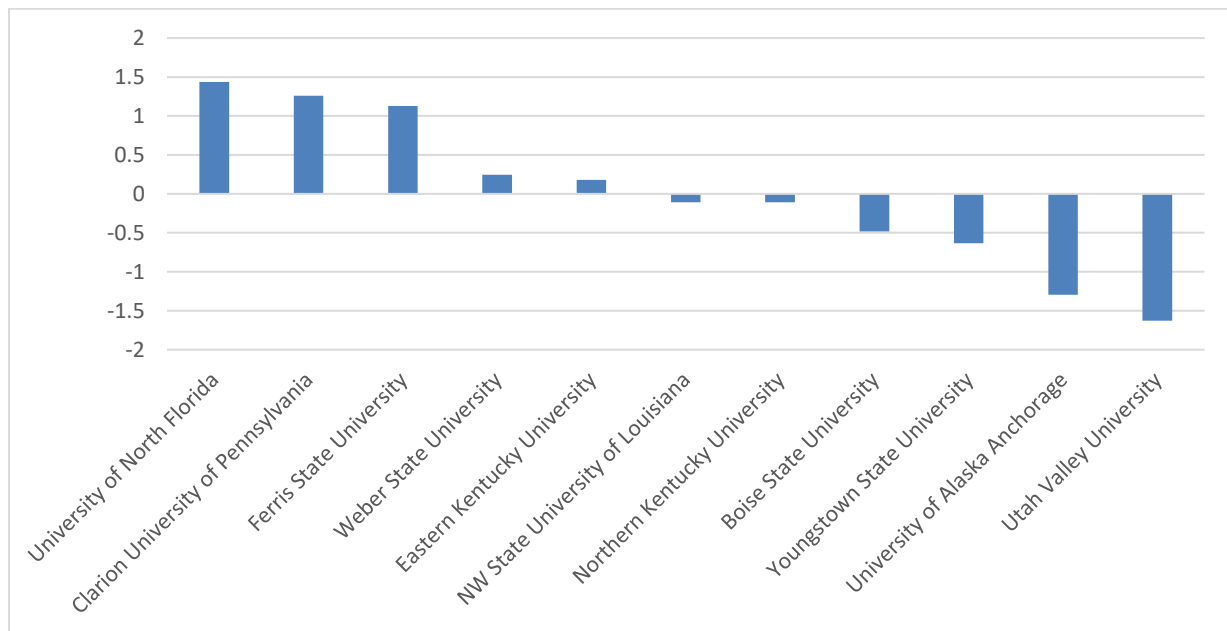


Figure IIF1b: Z scores on averaged 6-year graduation rates $M = 38.56\%$, $sd = 9.08\%$

STUDENTS PROGRESS IN THEIR PROGRAMS Indicator 2: Students will complete degrees as measured by six-year graduation rates of all students and student cohorts of interest

STUDENTS PROGRESS IN THEIR PROGRAMS Threshold for Indicator 2: Six-year graduation rate of cohorts of interest will be at least 80% of the average rate for all students

STUDENTS PROGRESS IN THEIR PROGRAMS Rationale for Threshold Indicator 2: This threshold is aspirational, with the 80% threshold reflecting 4/5ths rule used by EEOC offices (see footnote 9) to test for adverse impact.

STUDENTS PROGRESS IN THEIR PROGRAMS Analysis of Indicator 2: Quantitative and qualitative analyses were used to assess the threshold for this indicator. A logistic regression explored the six-year graduation of 4,336 first-time, full-time freshmen to WSU from fall 2007, 2008, and 2009. The regression explored whether the targeted cohorts graduated at rates that were lower than the rate of other students. We coded each student as belonging to none, one, or more cohorts and treated each cohort as an independent variable predicting the percentage of students who graduated. The graduation rate for students identified as belonging to at least one cohort of interest was 31%, which is 82% of the overall graduation for all students in the sample of 38%. The graduation rate of the control students' (who make up 48.5% of the sample) was 46%. The regression revealed that Well-prepared ($b = 1.13$, $OR = 3.08$) students had a higher and Developmental ($b = -1.26$, $OR = .29$) students had lower graduation rate than control (see Figure IIF2).

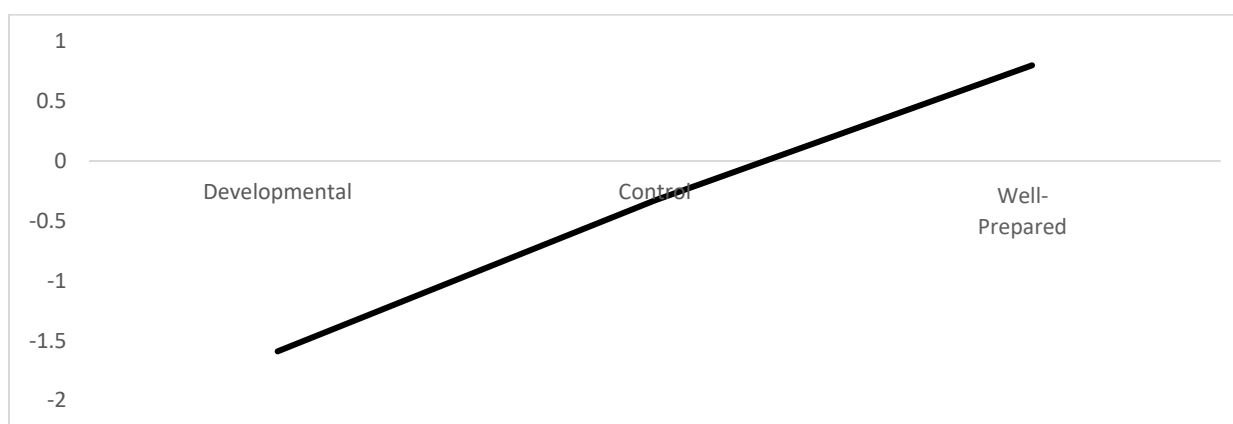


Figure IIF2: Odds of Graduation of “Cohorts of Interests” that are Significantly Different than the Control, Compared to the Overall Rate (0).

The six-year graduation rate of the Developmental students was 17%, which is just as alarming as their retention rate. However, a word of caution is in order. It may be that because of the extra course work required, developmental students may need more time to graduate and future analyses will track their long-term graduation rates. Effectively remediating, retaining, and graduating Developmental students is a continuing challenge for the institution.

The overall graduation rates for all students in the sample (38%) and those in at least one cohort of interest (31%) were just above threshold (80%), indicating that the institution **meets** expectations. Future analyses will update the data and follow-up on developmental students' eight-year (and beyond) graduation rates.

STUDENTS PROGRESS IN THEIR PROGRAMS Indicator 3: Measures gleaned from NSSE, Noel-Levitz, and aggregated university surveys about student satisfaction with support services

STUDENTS PROGRESS IN THEIR PROGRAMS Threshold for Indicator 3: Student ratings on satisfaction with support services will average above “satisfied” on university surveys

STUDENTS PROGRESS IN THEIR PROGRAMS Rationale for Threshold Indicator 3: The threshold has been used in previous assessment of mission fulfillment. Satisfaction with student services would support student success in completing their degrees.

STUDENTS PROGRESS IN THEIR PROGRAMS Analysis of Indicator 3: Ratings of satisfaction with student services are tracked by a subset of Noel-Levitz Survey questions addressing Campus Support Services (CSS). The survey is regularly distributed every two years from 2010 to 2016 to a random sample of students. The four data points collected over the past seven years reveals an average score that is on the satisfied side of the the 7-point scale ($M = 5.41$). Table IIF3 presents the the CSS data average for WSU and other four-year public institutions, showing a pattern of increase over time in student satisfaction scores and higher scores in 2014 and 2016 than comparison institutions. The increase over time in averaged satisfaction rating and an overall average that is above the threshold affirms that the institution **meets** expectations. Future analyses will update the data.

	WSU		4-Yr Public	
	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>
2010	5.34	0.91	5.38	1.03
2012	5.21	1	5.41	1.04
2014	5.69	0.98	5.41	1.07
2016	5.72	0.96	5.47	1.09

Figure IIF3: Average score on the Noel-Levitz CSS questions by WSU students compared to those in 4-year public institutions.

SUMMARY LEARNING *Objective F*

Theme	Objective	Indicator	Threshold	Mission Fulfillment
LEARNING	Students will complete degrees	1. Students will complete degrees as measured with six-year graduation rates	WSU's six-year graduation rates will place it in the upper half of peer institutions	Below Expectations
		2. Students will complete degrees as measured with six-year graduation rates of all students and student cohorts of interest	Six-year grad rates of cohorts of interest will be at least 80% of the average rate for all students	Meets Expectations
		3. Measures gleaned from NSSE, Noel-Levitz, and aggregated university surveys about student satisfaction with support services	Student ratings on satisfaction with support services will average above "satisfied" on university surveys	Meets Expectations

CORE THEME III: COMMUNITY

APPENDIX IIIA: COMMUNITY Objective A. WEBER STATE UNIVERSITY WILL CONTRIBUTE TO THE K-12 EDUCATION IN THE COMMUNITY

EDUCATION Indicator 1: Local educators will enroll in advanced degrees and continuing education programs

EDUCATION Threshold for Indicator 1: The five-year rolling average of educator enrollments will show a positive trend

EDUCATION Rationale for Threshold Indicator 1: The threshold has been used previously to assess the same indicator and objective, reflecting the commitment to and expectation of an expanding relationship between local educators and WSU.

EDUCATION Analysis of Indicator 1: The indicator focuses on the training of local educators by assessing their enrollment in WSU in-service programs, including those leading to reading and ESL certificates. The five-year rolling averages were calculated for each year of the past six years. The analysis focuses on SCHs generated, so it does not distinguish between SCHs generated by different or the same students. The overall average per year SCHs was computed (4,368.03 SCHs, $sd = 336.06$ SCHs). Each year's rolling average was then transformed into Z-scores and presented in Figure 3A1. The linear trend over the past six years is positive (see Figure IIIA1), which **meets** threshold expectations of an “upward trend.” Future analyses will update and extend the data.

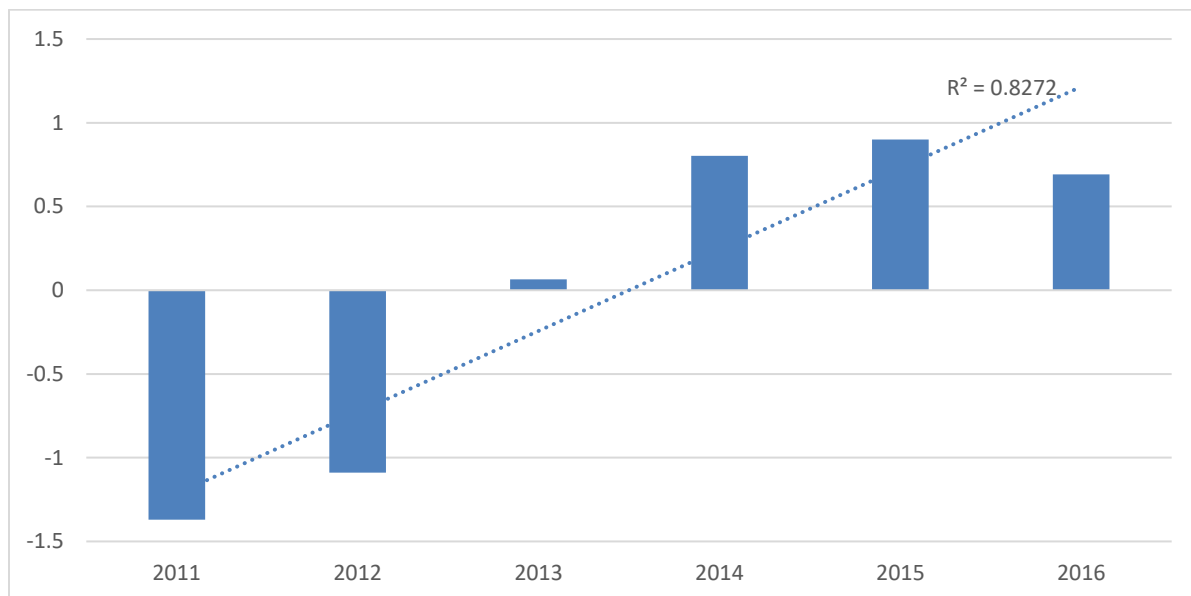


Figure IIIA1: Z scores of five year moving averages for local educators' in-service program SCHs ($M = 4,368.03$, $sd = 336.06$). Note: The linear regression is presented with the associated R^2 value.

EDUCATION Indicator 2: WSU will provide precollege support through targeted support for “cohorts of interest”

EDUCATION Threshold for Indicator 2: The five-year rolling average of participation in precollege programs will show a positive trend

EDUCATION Rationale for Threshold Indicator 2: The threshold has been used previously to assess the same indicator and objective and again reflects the institution’s commitment to and expectation of an expanding relationship between local educators and WSU.

EDUCATION Analysis of Indicator 2: The indicator focuses on student participation in college preparation programs which involve partnerships with local school systems. These programs include [TRIO](#), [Student to Student](#), [State GEAR UP](#), and [Upward Bound](#). Again, the five-year rolling averages were computed per year, with the overall average participation in college preparation programs over the past 6 years of 1,710 participants ($sd = 364$). Z-transformed participation rates each year over the past 6 years reveals a positive linear trend see Figure IIIA2, **meeting expectations** of the “upward trend” threshold. Future analyses will update and extend the data.

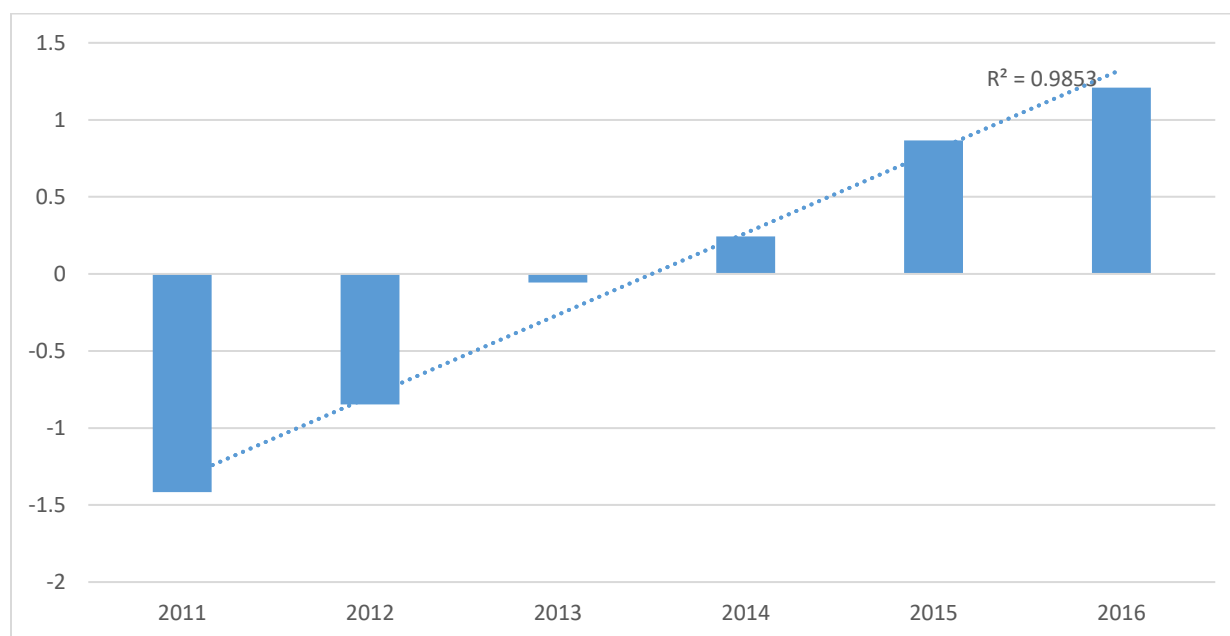


Figure IIIA2 Z scores of five year moving averages for participants enrolled in WSU college preparation programs ($M = 1,710$ participation, $sd = 364$ participants). Note: The linear regression is presented with the associated R^2 value.

SUMMARY LEARNING Objective A

Theme	Objective	Indicator	Threshold	Mission Fulfillment
COMMUNITY	Weber State University will contribute to the K-12 education in the community	1. Local educators will enroll in advanced degree and continuing education programs	The five-year rolling average of educator enrollments will show a positive trend	Meets Expectations
		2. WSU will provide precollege support through targeted support for “cohorts of interest”	The five-year rolling average of participation in precollege programs will show a positive trend	Meets Expectations

APPENDIX IIIB: COMMUNITY Objective B. THE COMMUNITY WILL PARTICIPATE IN A WIDE ARRAY OF WSU SPONSORED CULTURAL PROGRAMS

CULTURE Indicator 1: The community rates of participation in diverse cultural offerings sponsored by WSU

CULTURE Threshold for Indicator 1: The average annual rate of community participation in theatrical, musical, scientific, athletic, and civic events will mirror population growth in our catchment area

CULTURE Rationale for Threshold Indicator 1: This new and aspirational threshold replaces one which set a goal for ticket sales above 150,000 in favor of one which is more responsive to population changes in the catchment area.

CULTURE Analysis of Indicator 1: The ticket sales from athletic and cultural (theatrical, dance, and musical) events were collected from 2012-2016. The events are well attended. The average ticket sales across the five years were 174,297 which is well above the past threshold and 30% of the averaged census population of the three-county catchment area (586,130) over the same time period. Nonetheless, the threshold is tied to the growth of the population in the catchment area. The census data reveals steady year-to-year growth during over the five years, but the total ticket sales show more fluctuation with small decreases on two of the four year-to-year measures and more substantial decreases in two other years. These effects may well be tied to the fortunes of our football and basketball teams, which are a major source of ticket sales. The data suggest that the threshold is **below expectations**, and future analyses will update and extend the data, including adding estimates of attendance at scientific and civic events.

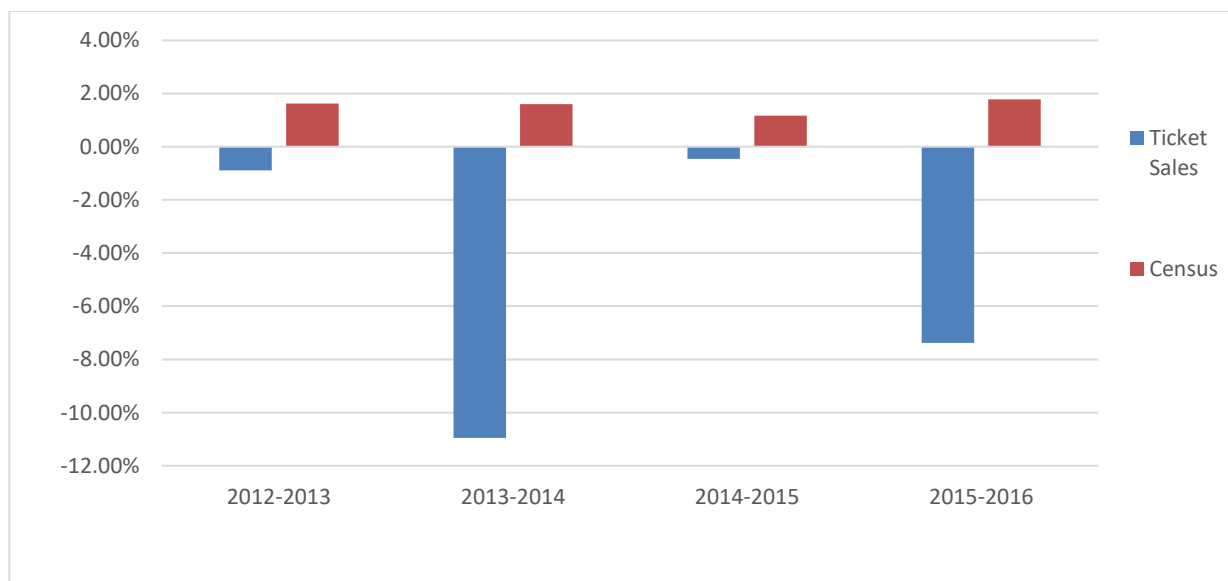


Figure IIIB1: Average year-over-year changes in ticket sales and population growth

EDUCATION Indicator 2: Education opportunities continue to be brought to the community

EDUCATION Threshold for Indicator 2: Participation in Arts in the Park, Science in the Park, and other community based programs will mirror population growth in our catchment area

EDUCATION Rationale for Threshold Indicator 2: This new and aspirational threshold affirms the institution continuing support for programs that are brought to a growing community.

EDUCATION Analysis of Indicator 2: The analysis focused on the number of participants served by each program which are estimates based on supplies used by each program. Together

the programs have engaged an estimated 36,000 participants since 2013 when both programs started operating (see Figure IIIB2a).

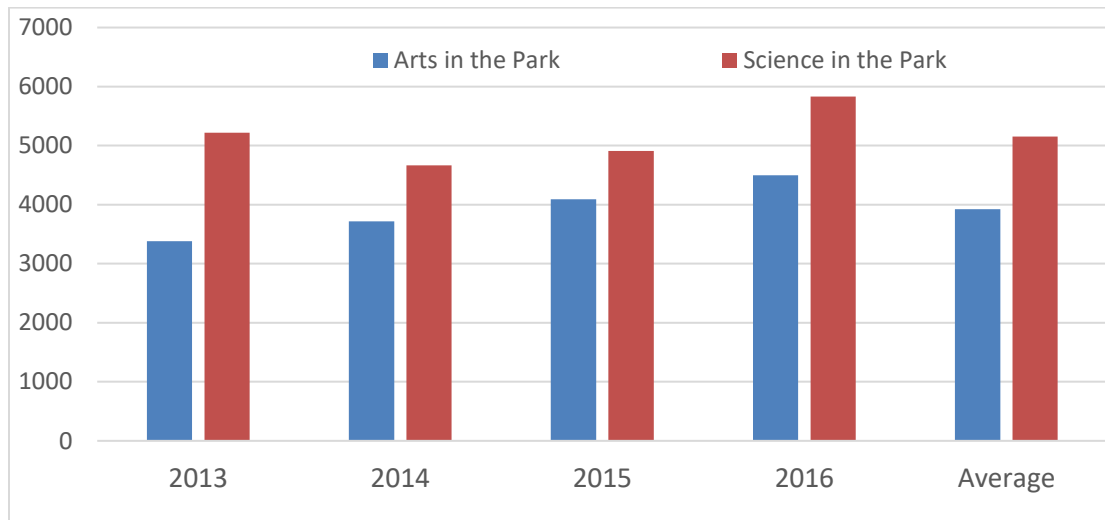


Figure IIIB2a: Participation in Arts and Science in the Park programs

Again the threshold is tied to the growth of the population in the catchment area. The census data reveals steady year-to-year growth over time resulting in a 5.08% increase from 2013-2016. Year-to-year participation rates show less steady growth with a dip from 2013-2014 but a strong gain from 2014-2015 and 2015-2016. The overall 19% increase in year-over-year participation parallels the census data which is 3.3% increase in population. This **meets expectations** based on the threshold. Future analysis will continue monitoring the two parks programs, in addition to newer programs which bring theater arts to students in schools among a growing number of other community education programs.

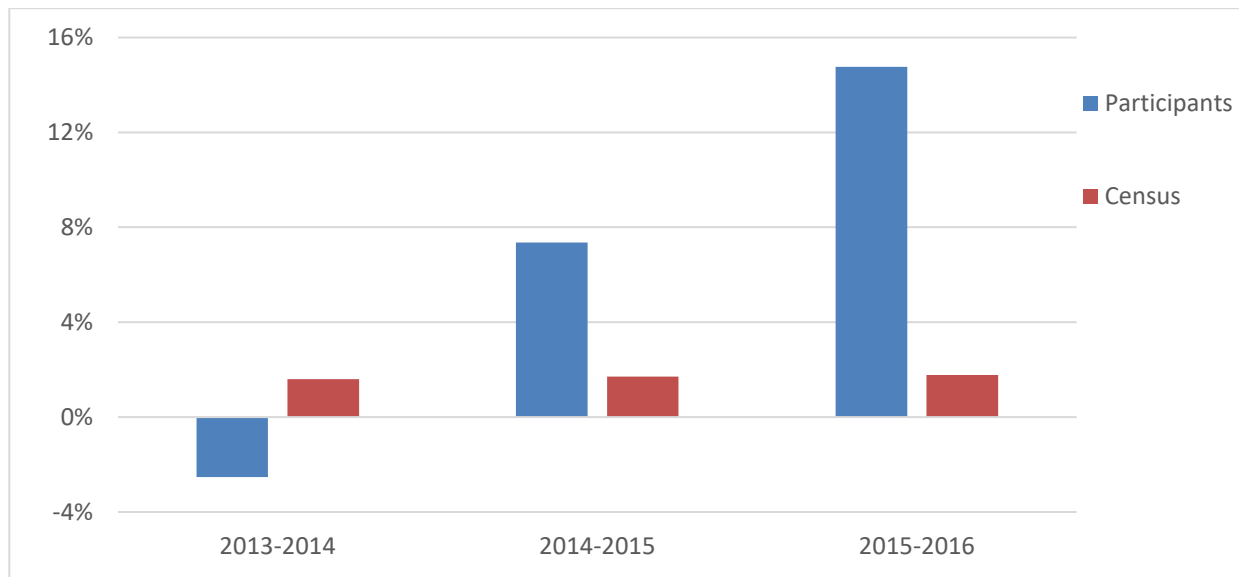


Figure IIIB2b: Year-to-year growth in census population of the catchment area and program participants

SUMMARY COMMUNITY Objective B

Theme	Objective	Indicator	Threshold	Mission Fulfillment
COMMUNITY	The community will participate in a wide array of WSU sponsored cultural programs	The community rates of participation in diverse cultural offerings sponsored by WSU	The average annual rate of community participation in theatrical, musical, scientific, athletic, and civic events will mirror population growth in our catchment area	Below Expectations
		Education opportunities continue to be brought to the community	Participation in Arts in the Park, Science in the Park, and other community-based programs will mirror population growth in our catchment area	Meets Expectations

APPENDIX IIIC. COMMUNITY Objective C: STUDENTS WILL ENGAGE WITH THE COMMUNITY AND BECOME PRODUCTIVE MEMBERS OF SOCIETY

STUDENTS ENGAGE COMMUNITY Indicator 1: Graduates seeking jobs will be employed as measured with graduation data and verified by the Utah Department of Workforce Services

STUDENTS ENGAGE COMMUNITY Threshold for Indicator 1: Ninety percent of students who want to pursue work after graduation will be successful in doing so

STUDENTS ENGAGE COMMUNITY Rationale for Threshold Indicator 1: The threshold is new and aspirational in expecting next step professional success of Weber State University graduates.

STUDENTS ENGAGE COMMUNITY Analysis of Indicator 1: The data assessing this indicator are based on graduating students who self-identify on the “Graduating Student Survey” as seeking post-graduation employment. The names of job-seeking graduates were submitted to the Department of Workforce Services (DWS) to identify who are employed. However, there are limitations to the DWS data, as it does not identify those who are employed outside the state, work for the federal government, or are self-employed. These limitations in the DWS report are important to acknowledge, as two agencies of the federal government are the top employers in the three-county catchment area. The agencies are the Department of the Air Force ([Hill AFB](#)) and the Internal Revenue Service (Office of the Inspector General) (see the Ogden Business [website](#)). Similarly, it is estimated that approximately 3.5% of the workforce are self-employed in [Weber County](#) (see graph 348) and [Davis County](#) (see graph 350). Self-employment is even a higher percentage (8%) of the workforce in [Morgan County](#) (see graph 336).

Approximately 1,400 graduates per year from 2012-2015 self-identified as seeking employment after graduation, with roughly a third receiving an associate degree and two-thirds a bachelor’s degree. The names of graduates were submitted to DWS, and students’ success in finding jobs was recorded in any subsequent quarter after graduation. For the 2012 cohort of graduates, this was 20 quarters, down to 8 quarters for the 2015 cohort. The percentage of job-seeking associate’s and bachelor’s degrees graduates (and the combined percentage) identified by DWS as being employed in any quarter after graduation is presented in Table IIIC1.

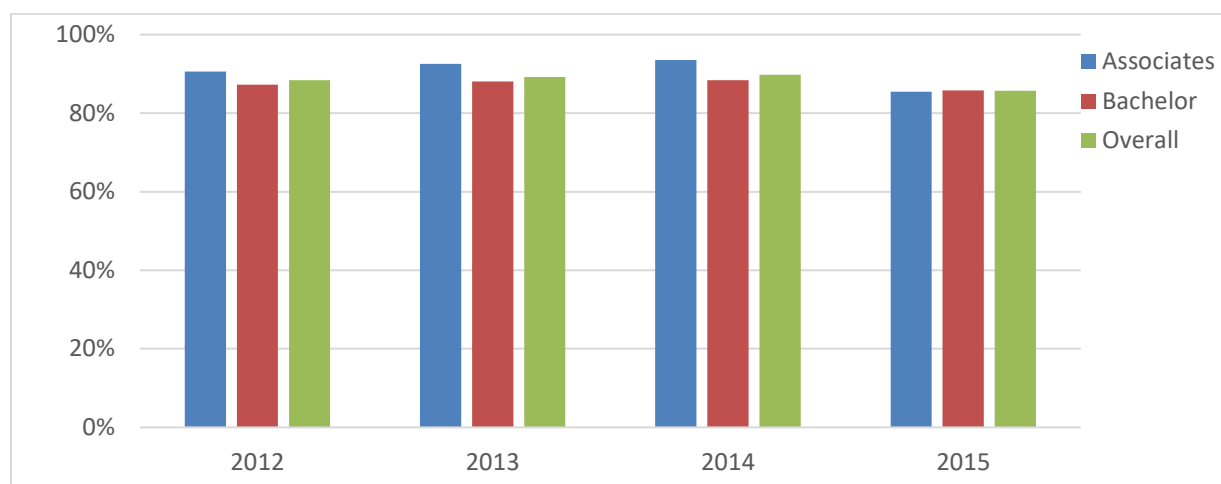


Table IIIC1: Percentage of students seeking a job identified by DWS as employed in any quarter since graduation.

Across cohorts, DWS identified as being employed 91% of job-seeking associate and 87% of job-seeking bachelor's degree graduates. The difference rates of the degree students may highlight the limits of DWS verification process rather than the actual employment rate. That is, DWS may have missed more bachelor than associate degree graduates' employment, as they are more likely to move out of state for jobs¹⁵ or be self-¹⁶ or federally¹⁷-employed. Overall, the DWS-confirmed employment rate from 2012-2015 was 88.3% with a standard deviation of 1.8%. The very small standard deviation suggests that most job-seeking graduates find jobs relatively quickly after graduation. Based on these data, we consider this threshold **met** because, despite the DWS confirmed employment underestimating actual employment, the confirmed employment rate was statistically no different from the 90% threshold, $t(3) = 1.8$, *ns*. Future analyses will continue to monitor the DWS verified employment rate for associate's and bachelor's degree graduates.

STUDENTS ENGAGE IN THE COMMUNITY Indicator 2: Graduates seeking additional education will be enrolled as measured with graduation data and verified by the National Student Clearinghouse (NSC)

STUDENTS ENGAGE IN THE COMMUNITY Threshold for Indicator 2: 80% of students who want to pursue additional education after graduation will be successful in doing so

STUDENTS ENGAGE COMMUNITY Rationale for Threshold Indicator 2: The threshold is new and aspirational in expecting next step academic success of Weber State University graduates.

STUDENTS ENGAGE IN THE COMMUNITY Analysis of Indicator 2: The data assessing this indicator are based on graduating students who self-identify on the "Graduating Student Survey" as seeking additional education. The names of graduates seeking additional education were submitted to the NSC to identify those who are enrolled in higher education.

Approximately 750 graduates per year from 2012-2015 self-identified as seeking additional education after graduation, with roughly 60% receiving an associate degree and 40% a bachelor's

¹⁵ See Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students* (Vol. 2). K. A. Feldman (Ed.). San Francisco, CA: Jossey-Bass for the effect of education on social mobility.

¹⁶ See [US Bureau of Labor Statistics](#) for self-employment rate and degree background.

¹⁷ See degree qualifications for [federal job opportunities](#).

degree. The names of graduates were submitted to NSC, and those enrolling in additional education were recorded in any subsequent year after graduation. The percentage of job-seeking associate and bachelor graduates (and the combined percentage) identified by NSC as being enrolled in Higher Education in any year after graduation is presented in Table IIIC2.

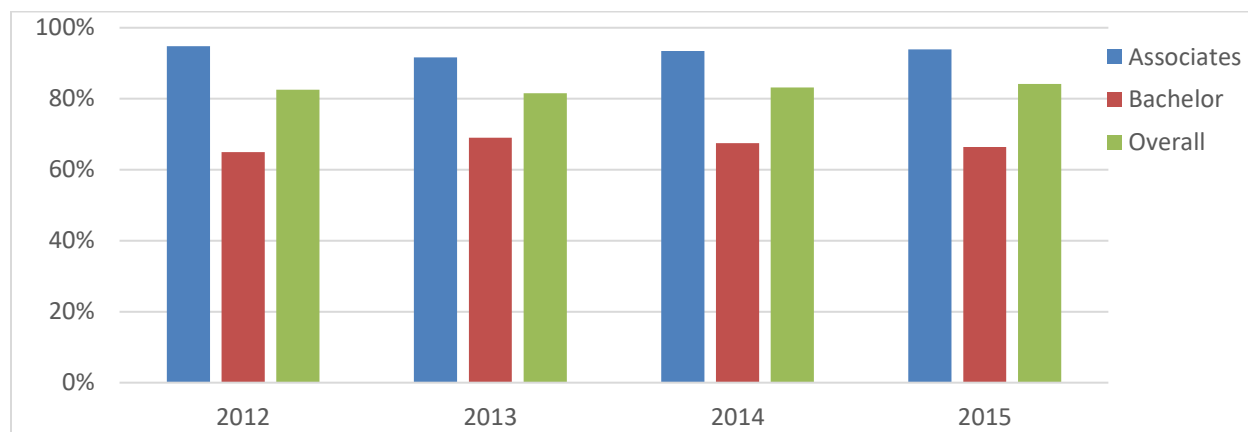


Table IIIC2: Percentage of students seeking additional education identified by NSC as enrolled in any quarter since graduation.

Across cohorts, NSC identified 93% of associate and 67% of bachelor's degree graduates seeking additional education as being enrolled in higher education. Although we did not assess the educational programs to which graduates applied, it seems likely that associate graduates were seeking additional schooling to earn a bachelor's degree, and bachelor's degree graduates were seeking graduate or professional degrees. The difference in degree program sought may explain the difference between acceptance rates as graduate/professional programs are often more competitive than bachelor programs. Overall, the NSC-confirmed enrollment rate from 2012-2015 was 83% with a standard deviation of 1.1%. Based on these data, we consider this threshold **met** because the rate is higher than the threshold of 80%. Future analysis will continue to monitor the NSC verified enrollment in higher education of our graduates.

SUMMARY OF COMMUNITY OBJECTIVE C

Theme	Objective	Indicator	Threshold	Mission Fulfillment
COMMUNITY	Students will engage with the community and become productive members of society	Graduates seeking jobs will be employed as measured with graduation data and verified by the Utah Department of Workforce Services	90% of students who want to pursue work after graduation will be successful in doing so	Meets Expectation
		Graduates seeking additional education will be enrolled as measured with graduation data and verified by the National Student Clearinghouse	80% of students who want to pursue additional education after graduation will be successful in doing so	Meets Expectations

APPENDIX IIID: COMMUNITY Objective D. FACULTY WILL CONTRIBUTE TO THEIR PROFESSIONS

FACULTY SERVE PROFESSIONS Indicator 1: Number of faculty publications/citations, presentations

FACULTY SERVE PROFESSIONS Threshold for Indicator 1: The number of faculty publications and citations will trend upward over a five-year rolling average

FACULTY SERVE PROFESSIONS Rationale for Threshold Indicator 1: Faculty continuing to engage in scholarship is an asset not only to their disciplines but also to the institution and to students.

FACULTY SERVE PROFESSIONS Analysis of Indicator 1: To assess this threshold, we encouraged faculty to create Google Scholar pages and post them to the web. Both publication and citation data available from these pages, and the Google Scholar algorithm provides a consistent standard over time and across disciplines for identifying scholarly productivity and impact. Faculty earned \$50.00 for completing the page and all pages created were linked to the [Faculty Scholarship](#) page on the Academic Affairs Web Site. While the program was started in 2011, it was readvertised this year for purposes of this accreditation analysis.

A total of 160 faculty members representing each college on campus created Google Scholar pages, which is approximately a third of the full-time faculty. From 2011 to 2016 these faculty averaged 165.4 publications and 6865.6 citations, or 1.03 publications and 43.9 citations per faculty per year. As there are only five years of data, we computed three-year rolling averages, which we transformed into Z-scores (see Graph IIID). The Z-score transformed rolling averages show a positive linear trend, **meeting** expectations of an upward trend. Future data will continue to monitor citations and publication of the faculty with Google Scholar pages and invite more faculty to create Google Scholar pages. Five-year rolling averages will be computed for the seventh-year report.

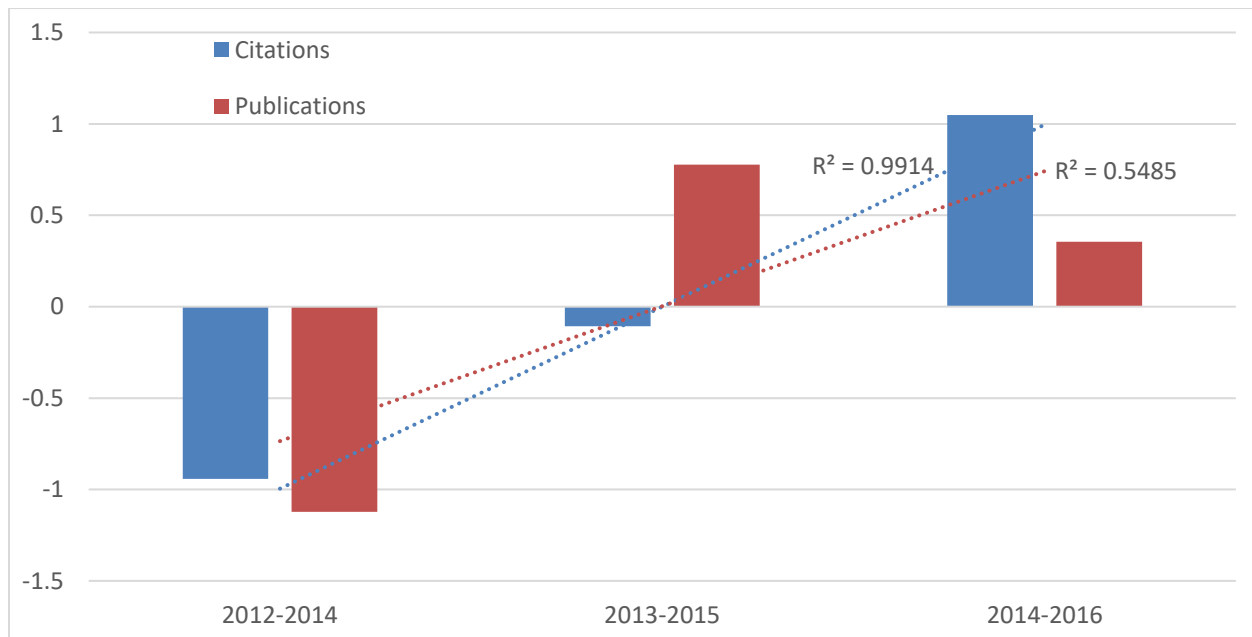


Figure IIIDa: Z scores for 3-year rolling averages of citations and publications of faculty (M Citations = 6,887.77, sd = 377.63; M Publications = 171.44, sd = 1.58). Note: The linear regression is presented with the associated R^2 value.

SUMMARY OF COMMUNITY OBJECTIVE D

Theme	Objective	Indicator	Threshold	Mission Fulfillment
COMMUNITY	Faculty will contribute to their professions	Number of faculty publications/citations, presentations	The number of faculty publications and citations will trend upward over a five-year rolling average	Meets Expectations

APPENDIX IIIE: COMMUNITY Objective E: FACULTY, STAFF, AND STUDENTS WILL SUPPORT THE COMMUNITY THROUGH SERVICE AND OUTREACH EFFORTS

FACULTY, STAFF, AND STUDENTS SERVE IN THE COMMUNITY Indicator 1: The number of formal community partnerships

FACULTY, STAFF, AND STUDENTS SERVE IN THE COMMUNITY Threshold for Indicator 1: The number of formal community partnerships will continue to grow at a rate at least equal to local population growth

FACULTY, STAFF, AND STUDENTS SERVE IN THE COMMUNITY Rationale for Threshold Indicator 1: The threshold is new and reflects the institutional commitment to growing opportunities for community service.

FACULTY, STAFF, AND STUDENTS SERVE IN THE COMMUNITY Analysis of Indicator 1: The number of partnerships was 97 in 2012 rising to 129 in 2014 and keeping pace with the number (125) over the past 2 years. We examined year-over-year changes in partnerships and census population estimates from 2012-2013 to 2014-2015 (see Figure IIIE1b). Year-over-year change was more stable for the census estimated population growth in the catchment area compared to the partnership growth. However, **meeting expectations**, census growth totaled 6.11% whereas the partnership growth totaled 28.67% due to sizable increases from 2012-2013 and 2013-2014. Future analysis will monitor and update new formal partnerships.

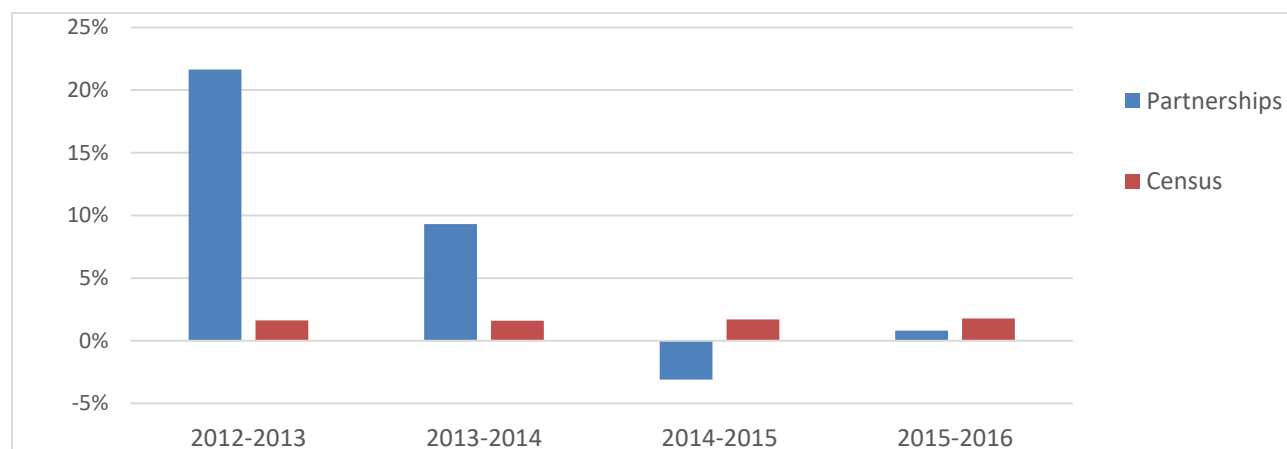


Figure IIIE1a: Year-Over-Year Percent Changes in Census Estimates of the Population in the Catchment Area and the Number of Community Partners

FACULTY, STAFF, AND STUDENTS SERVE IN THE COMMUNITY Indicator 2: The number of hours contributed annually in community service by students

FACULTY, STAFF, AND STUDENTS SERVE IN THE COMMUNITY Threshold for Indicator 2: The number of hours of service contributed by students will continue to average eight or more hours per year

FACULTY, STAFF, AND STUDENTS SERVE IN THE COMMUNITY Rationale for Threshold Indicator 2: The threshold is new and reflects institutional recognition of the value community service as part of students' educational experience.

FACULTY, STAFF AND STUDENTS SERVE IN THE COMMUNITY Analysis of Indicator 2: Students engaged in community service typically electronically report their time on-site so the total number of students contributing hours to community service and the total number of hours they contribute can be monitored and analyzed. Overall more than a third of all WSU degree-seeking students have contributed hours to community service and their total hours averaged over 151,000 from 2011-2016.

To assess the threshold for the indicator, we examined the hours of community service produced per contributing student. The overall mean hours of community service per community engaged WSU student was 21.37 hours. Table IIIE2 presents data for each of the past 6 years. The average contributed time **meets expectations** by being above 8 hours. Future analysis will continue to monitor and update student service hours.

Year	Service Hours	Students Contributing Hours	Hours per Student
2011	131,229	7077	18.54
2012	147,606	7733	19.09
2013	147,921	7905	18.71
2014	176,922	6396	27.66
2015	163,060	6554	24.88
2016	139,830	6762	20.68
Mean	151,095	7071	21.37

Table IIIE2: Average hours of community service per contributing student ($M = 21.27$)

SUMMARY OF COMMUNITY OBJECTIVE E

Theme	Objective	Indicator	Threshold	Mission Fulfillment
COMMUNITY	Faculty, staff, and students will support the community through service and outreach efforts	The number of formal community partnerships	The number of formal community partnerships will continue to grow at a rate at least equal to local population growth	Meets Expectations
		The number of hours contributed annually in community service by students	The number of hours of service contributed by students will continue average eight or more hours per year	Meets Expectations

APPENDIX IIIF: *COMMUNITY Objective F: WEBER STATE UNIVERSITY CONTRIBUTES TO THE ECONOMIC DEVELOPMENT OF THE REGION*

ECONOMIC DEVELOPMENT Indicator 1: WSU facilitates economic development in the region through professional development and technical support

ECONOMIC DEVELOPMENT Threshold 1 for Indicator 1: Headcount participation in non-credit offerings will equal approximately 10% of institutional headcount

ECONOMIC DEVELOPMENT Rationale for Threshold 1 Indicator 1: The threshold was used previously to assess this objective and indicator and indicates that institutional resources are made available to the community.

ECONOMIC DEVELOPMENT Analysis of Threshold 1 Indicator 1: To assess this threshold we examined the number of non-credit students enrolled in classes related to a) auto emission/testing, b) education, c) Hill Air Force Base training, d) Police Academy, e) professional development, f) conferences, and g) health professions. Over the past 6 years these enrollments have increased constantly (see Figure IIIF1a). Over the past 6 years, enrollment in non-credit classes averaged 13.05% of the total WSU headcount (including current enrollments of high school students, undergraduate students, and graduate students) which **meets** expectations. Future analysis will monitor and update the enrollment of non-credit students in targeted classes.

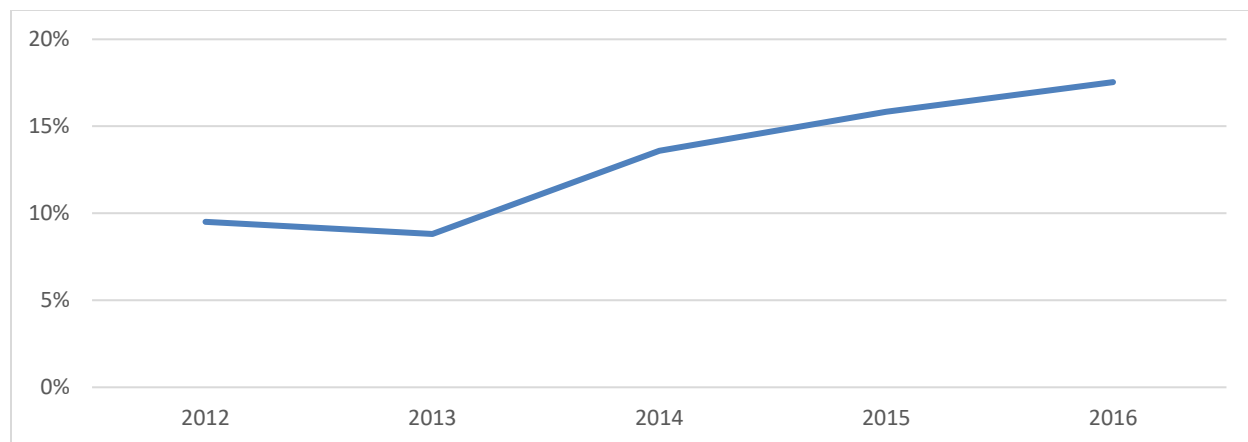


Figure IIIF1a: Non-credit professional development as a percentage of institutional headcount.

ECONOMIC DEVELOPMENT Threshold 2 for Indicator 1: Five-year moving average of businesses assisted by the Small Business Development Center (SBDC) will show a positive trend

ECONOMIC DEVELOPMENT Rationale for Threshold 2 Indicator 1: The threshold was used previously to assess this objective and indicator. The threshold affirms the institution commitment to supporting small business in the local area

ECONOMIC DEVELOPMENT Analysis of Threshold 2 Indicator 1: Records of the clients served by the SBDC date back to 2007. They were summed and then five-year moving averages were computed and transformed into Z-scores (see Figure IIIF1b). The five-year rolling averages from 2011-2015 shows a linear increase in clients served by the SBDC, which **meets expectations**. Future analysis will monitor and update the number of clients served by SBDC and the newly formed [Concept Center](#).

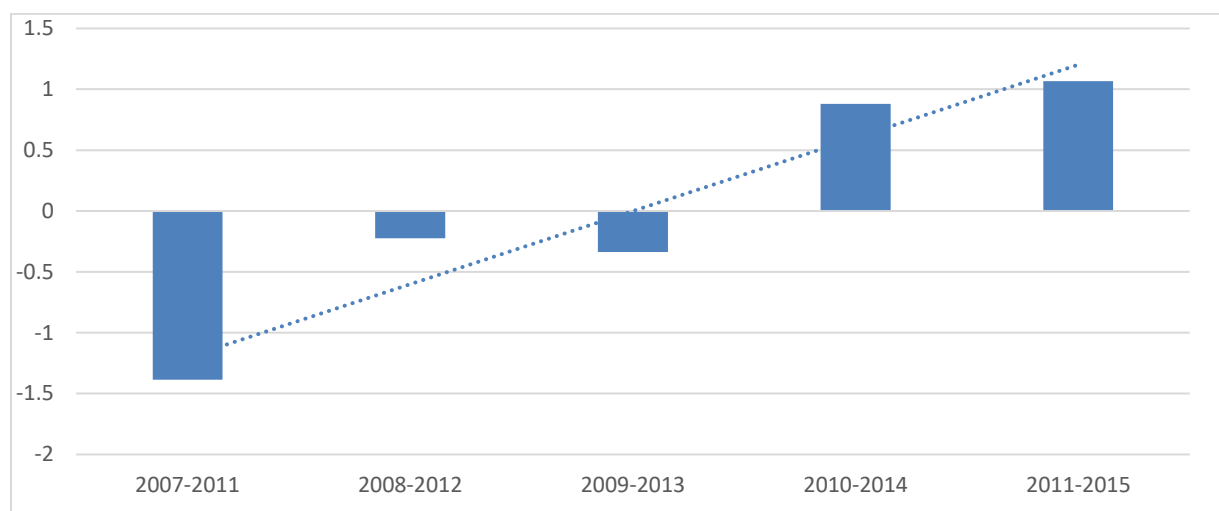


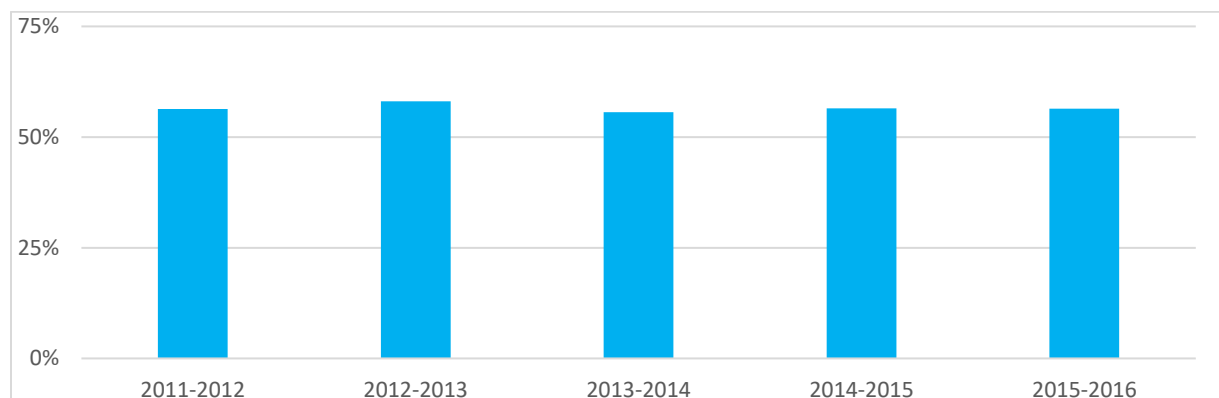
Figure III F1b: Z scores for five-year rolling average by year of the number of clients served by the small business development center ($M = 280.6$ clients, $sd = 10.68$)

ECONOMIC DEVELOPMENT Indicator 2: WSU contributes to economic development by providing graduates prepared to fill state identified, high-need occupations

ECONOMIC DEVELOPMENT Threshold for Indicator 2: A significant percentage of graduates will be in majors that prepare students to fill state-identified,¹⁸ high-need occupations

ECONOMIC DEVELOPMENT Rationale for Threshold Indicator 2: The threshold was used previously to assess this objective and indicator. The threshold affirms the institutional resources are directed to training of students in high-need occupations.

ECONOMIC DEVELOPMENT Analysis of Threshold 2 Indicator 2: The CIP codes of graduates whose majors are aligned with state-designated high need occupations were identified for each of the past five years. The percentage of graduates identified with targeted CIP codes were above 50% in each year, and the five-year average was 56.6%, which **meets** expectations (see Figure III F2). Future analysis will monitor and update students graduating in high-need occupations.



¹⁸ See definition in *Proposed Performance Funding Model Update*
<https://higheredutah.org/pdf/agendas/20160520/TABQ52016.pdf>

Figure IIIF2: Percentage of graduates from programs with state designated high need occupations CIP codes.

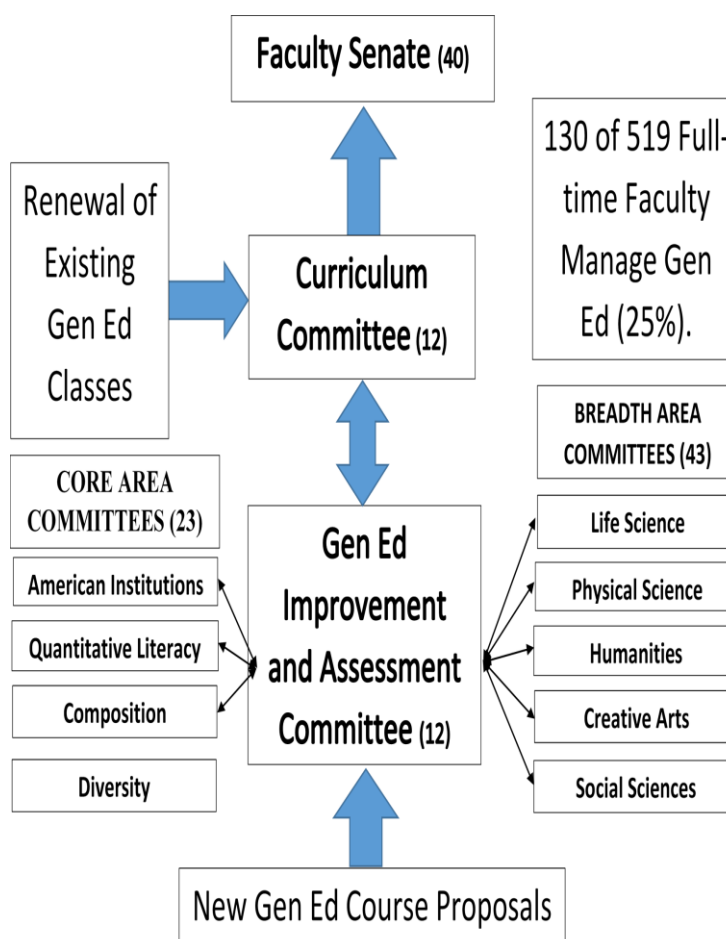
SUMMARY OF COMMUNITY OBJECTIVE F: ECONOMIC DEVELOPMENT

Theme	Objective	Indicator	Threshold	Mission Fulfillment
COMMUNITY	Weber State will contribute to the economic development of the region (NOTE: The economic development objective, indicators, and thresholds are based on the 2011-2014 abbreviated NWCCU accreditation cycle.)	WSU facilitates economic development in the region through professional development and technical support	Headcount participation in noncredit offerings will equal approximately 10% of institutional headcount	Meets Expectations
			Five-year moving average of businesses assisted by the Small Business Development Center will show a positive trend	Meets Expectations
		WSU contributes to economic development by providing graduates prepared to fill state identified, high-need occupations	A significant percentage of graduates will be in majors that prepare students to fill state identified high-need occupations	Meets Expectations

APPENDIX 2: FACULTY OWNERSHIP OF GENERAL EDUCATION

Any change in the General Education program, such as introducing a program-wide renewal process, is a broad university effort, as faculty members own general education. Indeed, as depicted in Figure 2.1 about 25% of the full-time faculty are involved in the management of general education (Gen Ed) by serving on Faculty Senate, one of the two standing Faculty Senate Committees (Gen Ed Improvement and Assessment and Curriculum Committees), or the Gen Ed Area Committees.

The General Education Improvement and Assessment Committee (GEIAC) (who first proposed the renewal process) is composed of 12 faculty from across the university. In addition to proposing new Gen Ed policies, the committee also reviews all new general education courses. The nine **Area Committees** (one for each core and breadth area) articulate Regents' mandated General Education Outcomes (see [R470](#)) into specific student learning outcomes. Composed of 65 faculty members who represent each department that teaches general education classes, the Area Committees agree upon cross-departmental outcomes for courses in their area and may decide on common assessments for those outcomes. The **Curriculum Committee** is the Faculty Senate body composed of 12 faculty from across campus that approves the summative evaluation of Gen Ed classes based on two semesters of assessment data. It also approves new general education courses after GEIAC reviews them. Finally, the results of the renewal process are reported to **Faculty Senate** whose 40 faculty, representing each college in the university, vote on all curricular changes.



Faculty ownership of General Education

APPENDIX 3: SAMPLE REPORT OF ‘ACTIONS TAKEN’ IN RESPONSE TO SUMMATIVE EVALUATION OF GENERAL EDUCATION

PHYSICAL SCIENCE COURSES ¹⁹

Physics

Elementary Physics, PHYS 1010

PS Gen Ed Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#NS4	74.6% mostly proficient	Incorporate more “real data” examples in the course and student work.

Principles of Physical Science, PHYS 2210

PS Gen Ed Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#NS2	Exam score average 73%	No urgent action plan, though ongoing efforts are being made to improve on these specific and notoriously difficult student tasks.
#NS3	Students are proficient at homework problem-solving overall, but we do not have data parsed out to demonstrate their understandings of these specific problems	We need to tabulate and code these specific questions, also possibly adding them to our laboratory assessments.
#PS1	Students are proficient at homework problem-solving overall, but we do not have data parsed out to demonstrate their understandings of these specific problems	We need to tabulate and code these specific questions, also possibly adding them to our laboratory assessments.
#PS2	Exam score average was 75.5%	No urgent action plan, though ongoing efforts are being made to improve on these specific and notoriously difficult student tasks.
#PS4	Proficient demonstration of conceptual understanding and problem is at 73%	No urgent action plan, though ongoing efforts are being made to improve on these specific and notoriously difficult student tasks.

Principles of Physical Science, PHYS 2010

PS Gen Ed Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#PS1	50% of students demonstrated full proficiency	Connect problem-solving to other tasks within the course.

¹⁹ The Physical Science student learning outcomes include four natural science (NS) outcomes common to physical and life science Gen Ed courses, and four specific outcomes addressing the physical sciences ([click here](#)).

Chemistry

Introductory Chemistry, CHEM 1010

PS Gen Ed Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#PS2	Students earned an average of 71.5% on tests and assignments	Increase emphasis placed on areas of struggle, and create sessions to help lower performers.
#PS3	Class Average = 70% and 60% of students scored 70% or above	Consider SI session to help lower performers.

Principles of Chemistry, CHEM 1210

Gen Ed Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#NS2	Student results are below target levels with 7% increase in past two years	Future addition of MATH 1050 as prerequisite or co-requisite.
#PS3	79.9% of students correctly answered the six quantitative questions selected	Future addition of MATH 1050 as prerequisite or co-requisite.

Elementary Chemistry, CHEM 1110

PS Gen Ed Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#NS4	57.28% of students demonstrated understanding	Monitor the measures and results, and aid students as much as possible.
#PS1	61.55% of students demonstrated understanding	May be class-to-class fluctuation. Monitor for trends.

Geosciences

Environmental Geosciences, GEO 1060

PS Gen Ed Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#PS1	77% of students correctly answered 70% of questions	Stress organization of systems and provide proper examples.
#PS2	78.5% of students correctly answered 70% of questions	Emphasize connections between different types of matter and provide additional examples.

Earthquakes and Volcanoes, GEO 1030

PS Gen Ed Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
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#NS4	78.5% correct responses on 70% of selected questions	Provide more specific examples of scientific investigation, and develop assignments that cultivate critical thinking.
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Principles of Earth Science, GEO 1350

PS Gen Ed Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#NS2	75% of students scored 70% or better on two questions	Instructor will add more multiple choice questions and/or add a short essay question to assess this learning outcome (LO).
#NS4	33% of students scored 70% or better on the lab quiz	Instructor will emphasize this LO within the course curriculum.
#PS2	39% of students scored 70% or better on the set of 11 questions	Instructor will emphasize this LO within the course curriculum.
#PS3	38% of students scored 70% or better on six questions.	Instructor will add more multiple choice questions and/or add a short essay question to assess this LO.

Astronomy

Elementary Astronomy, ASTR 1040

PS Gen Ed Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#NS3	Average score on the assignment was 67%	Develop more assignments to explicitly draw this society connection as related to the search for life in the universe.

LIFE SCIENCE COURSES ²⁰

Microbiology

Introduction to Microbiology, MICRO 1113

Ged Ed Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#NS2	59.33% of students earned 70% or better on questions	Too few questions/responses.
#LS2	64.33% of students earned 70% or better on questions	Too few questions/responses.
#LS3	63.83% of students earned 70% or better on questions	Too few questions/responses.
#LS4	59% of students earned 70% or better on questions	Too few questions/responses.

²⁰ The Life Science student learning outcomes include four natural science (NS) outcomes common to physical and life science Gen Ed courses, and four specific outcomes addressing the life sciences ([click here](#)).

Botany

Plant Biology, BTNY 1203

Ged Ed Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#NS4	67.3667% of students met the threshold for exam and homework questions	Provide additional instruction and practice through problem-solving.

Plants in Human Affairs, BTNY 1303

Ged Ed Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#LS1	65% of students met the threshold for these questions	New assessments will be explored as new department faculty begin teaching this course.

APPENDIX 4: SAMPLE REPORT OF 'ACTIONS TAKEN' IN RESPONSE TO SUMMATIVE PROGRAM REVIEW

BACHELOR PROGRAMS

Creative Arts

Bachelor Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#5: The program will meet or exceed the expectations of its students	87% of students thought the program met or exceeded their expectations	Extra counseling and training will be provided to adjunct and faculty that received low scores.
#6: Students will learn the concepts related to competencies taught in the program	81.75% of students had GPA of 3.9 or higher	Clarified policy for admission to the program and reviewed with advisors .

Design Engineering Technology

Bachelor Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#1: Demonstrate appropriate mastery of knowledge, skills and modern tools in the discipline	80% of students feel they are adequately prepared	Continue surveys and ensure all students complete survey.
#9: Understand professional, ethical and social responsibilities	Students scored 78% on last semester assessment	Continue surveys and reassess with additional data.

Communications

Bachelor Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#7: Research	75% of students reached mastery	Continue to emphasize in classes.
#10: Critical thinking	75% of students reached mastery	Continue to emphasize in classes.

Electronics Engineering Technology

Bachelor Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#3: Conduct, analyze and interpret experiments and apply experimental	69% of students scored 70% or better on EET 1140 Lab reports	A make-up exam will be offered for the students that missed the lab exam next year.

results to improve success		
#6: Identify, analyze, and solve broadly-defined problems through analysis and experimentation leading to modification of systems, components, and processes	84.6% of students scored above 70% on the exam	Lower percentages within certain classes reflect deficiencies in math. Emphasis will be placed on higher skills as prerequisites.

Health Administrative Services

Bachelor Learning Goal	Findings Linked to Learning Outcomes	Action Plan/Use of Results
4.1: Graduates will feel that they were well prepared.	87.2% of students feel they are adequately prepared on surveys conducted 4 times from 2010-2014	<p>Efforts to increase participation were successful as the number of responses more than doubled in 2013 and 2014 as compared to 2010 and 2011. Study competency areas with lowest ratings to develop plans for improvement.</p> <p>Increase participation rates by gathering personal email addresses and cell phone numbers from seniors and by encouraging them during senior seminar to participate when they receive the survey.</p>

MASTERS PROGRAMS

Communications

Learning Outcome	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#1	86.5% of students showed mastery of writing	Will continue to emphasize writing in all communication classes.
#5	88.667% of students showed mastery of media	Will continue to emphasize media in all communication classes.
#7	86.667% of students showed mastery of research	Will continue to work on teaching good research skills in all communication classes.
#10	87.5% of students showed mastery of critical thinking	Will continue to emphasize critical thinking in all communication classes.
#12	84% of students showed mastery of diversity	Will continue to emphasize diversity in all communication classes.

English

Learning Outcome	Findings Linked to Learning Outcomes	Action Plan/Use of Results
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#4	77% scored “strong” on portfolio	Professors should spend more time helping students understand key points in the portfolio.
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Accounting

Learning Outcome	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#2	Students scored 70% on test questions	Develop better examples of deferred taxes, and focus on the rewritten audit standards.
#4	73% of students demonstrated sufficient to excellent abilities in case studies	Focus more heavily on case analysis to help generate logical conclusions.
#5	28.57% showed excellent performance on test question	This objective was assessed by one test question that had alternative questions, so there was a self-selection bias. However, integration of global topics appears necessary.

Masters of Health Administration

Learning Outcome	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#3	Survey response was less than 60%	Reconsider approach to administering the survey.
#4	In 2/7 courses, course evaluations were not done	Monitor and manage administration of evaluations.
#5	One faculty member did not actively support at least one community healthcare partner	Work with faculty to establish involvement with community health care partners.

Masters of Taxation

Learning Outcome	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#2	Students scored 87.5% on tax return assignment	Change method. Continue to monitor.

Master of English

Learning Outcome	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#3	64% of students measured “strong” on final paper	Improved since 2012, but better norming should result in better scores in future.
#4	69% of students measured “strong” on final paper	Should spend more time helping students with key concepts.

#5	71% measured “strong” on final paper	Remind MENG faculty of learning outcomes.
#6	71% measured “strong” on final paper	Communicate expectations with MENG faculty.

Masters of Business Administration

Learning Outcome	Findings Linked to Learning Outcomes	Action Plan/Use of Results
#1	75% of students scored 80% or better on assessment methods	Additional instruction is needed, and there will be an evaluation of exam questions.
#5	71.55% of students scored 80% or better on assessment methods	Instructor will include additional discussions regarding the project to ensure clarity of expectations.

APPENDIX 5: ACADEMIC AFFAIRS 2016-2017 GOALS

1. Work collaboratively with Faculty and other Stakeholders to Establish an Academic Affairs Master Plan

Background: Just as Facilities Management produces a “campus master plan,” we in AA should be developing an “academic master plan.” What should our students be able to do upon graduation (general education + major + co-curricular)? What programs should we be offering? What programs should we be growing? How do we interpret and balance student demand, regional workforce demand, beliefs about what makes an “educated person,” and so on to shape appropriate course offerings? At what levels should we be offering degrees and certificates (Concurrent Enrollment, undergraduate, graduate)? Where should we be offering coursework? In what media (f2f, online, hybrid, etc.)?

Rationale: Becoming more attentive to an overall academic plan, we will make better decisions about resources. Encouraging faculty and staff to think about the university as a whole (with student needs at the heart of the institution), we may streamline curriculum, engage in more interdisciplinary work, promote student understanding of the connections among disciplines, and boost our retention and completion rates.

Goal: Establish a task force with representatives from across campus to develop a master plan to be presented to Faculty Senate in spring 2017, with implementation beginning immediately thereafter.

UPDATE: Task Force has surveyed constituencies about the academic strengths and areas of improvements, and are reviewing the information in expectation of completing a master plan proposal in the fall.

2. Improve Student Retention and Persistence, Starting with First Contact

Background: We know that a student’s first-year experience is vitally important in determining whether that student continues in school, completes required general education coursework, selects a viable major, and graduates. What steps can we take to ensure that our first-year and subsequent-year students make choices that will contribute to their success? How can we build upon those early successes to ensure that we retain students to degree completion?

Rationale: We owe it to our students to give them the best shot possible at their best possible future.

Goals: 1) secure retention & predictive analytics software; 2) work toward mandatory academic advising; 3) determine how to provide sufficient course offerings; 4) determine how to remove course roadblocks; 5) offer a range of high-impact first year experiences.

UPDATE: Goal 1 was realized by the purchase and implementation of [Hobson’s Starfish](#) alert and retention tool. Steps toward Goal 2 included making student orientation mandatory. Goal 3 actions included requiring all courses to generate waitlists at registration and purchasing [Visual Schedule Builder](#) both of which will indicate students’ interests for courses at particular times. Work on goals 4 and 5 continue.

3. Review and Revise our General Education Program as Part of the Academic Affairs Master Plan

Background: In June 2016, Academic Affairs sent a team of five faculty/staff to attend an AAC&U conference on general education. This team returned with plans to encourage WSU faculty to focus on shared learning outcomes in general education coursework.

Rationale: Currently our General Education program lacks overarching outcomes associated with broad-based competencies and skills. A revised program should: 1) comply with state mandates that include a commitment to LEAP Essential Learning Outcomes; 2) respond to students' need for broad competencies and skills; 3) align the program with our institutional mission and core themes; 4) motivate faculty to work together, demonstrating connections and overlaps among disciplines.

Goal: The AAC&U team will meet with a range of stakeholders to discuss what we want students to know/to be able to do when they graduate, what role general education should play in cultivating and expanding broader competencies and skills, and what an ideal general education class would look like. These discussions will lead into policy about LEAP outcomes and how we might change our General Education program to align with these outcomes. By the end of spring 2017, we will draft a plan that has wide campus support.

UPDATE: The revitalization proposal passed faculty senate in March and a rollout team is helping faculty to create assignments that will assess the four new General Education Learning Outcomes (GELOs).

4. Move Forward in Recruiting Out of State.

Background: Last fall Vice President of Administrative Services Norm Tarbox challenged us to consider whether WSU might engage in more extensive and more targeted recruiting of out-of-state students. After discussion in PC and UPC, we decided to hire a consultant to help us understand costs, benefits, challenges and opportunities associated with out-of-state recruiting.

Rationale: Recruiting targeted out-of-state students allows us: a) elevate the academic profile of the institution; b) provide a more diverse experience for our in-state students; c) provide additional tuition revenue.

Goal: By Fall 2016 we should have completed the RFP process and selected a consultant to start work as soon as possible. We should take steps to implement the consultant's recommendations so as to increase out-of-state enrollment for the fall 2017 semester.

UPDATE: The institution has worked closely to Ruffalo Noel-Levitz consultants to created key performance indicators (KPIs) and performance indicators (PIs) which were a basis for designing local, national, and international recruitment initiatives and retention interventions.

5. Facilitate the Development of a Community Civic Action Plan.

Background: February 2016 President Wight signed the National Campus Compact Action Statement reaffirming Weber State University's commitment to the public purpose of higher education "...in which all students are prepared for lives of engaged citizenship, all campuses are engaged in strong partnerships advancing community goals, and all of higher education is recognized as an essential building block of a just, equitable, and sustainable future" (Campus Compact Thirtieth Anniversary Action Statement). In June 2016 Ogden City became the first municipality in the nation to endorse the Campus Compact Action Statement in partnership with their local university. By doing so, WSU and Ogden City are committed to developing a Community Civic Action Plan to be published by March 2017.

Rationale: Developing a Community Civic Action Plan allows us to: a) fulfill our community engagement mission and core theme; b) establish joint priorities with Ogden City and other anchor institutions in the community to positively impact both community and economic development; and c) provide more engaged learning opportunities for WSU students.

Goal: By Fall 2016 we should have established a City-Anchor Compact consisting of anchor institutions in the community including: Ogden City School District, MacKay Dee Hospital, Ogden Regional Hospital, Ogden-Weber Applied Technical College, Weber State University, and Ogden City. A Community Civic Action Plan Team with representation from each institution in the City-Anchor Compact, as well as business and industry, non-profit and faith-based allies, will co-create a plan to address no more than three priorities with measurable outcomes. The plan will be published on the state and national Campus Compact websites in March 2017. Implementation of the plan will begin May 2017.

UPDATE: The Community Civic Action Plan was created and focuses resources on the East Central neighborhood of Ogden, with housing, education and health as identified priorities.

APPENDIX 6: SUMMARY OF OBJECTIVES, INDICATORS, THRESHOLDS, AND MISSION FULFILLMENT

	OBJECTIVES	INDICATORS	THRESHOLDS	MISSION FULFILLMENT
I. ACCESS	A. Weber State will offer programs that address the needs of the community	1. Enrollment will track the census in the three county catchment area as measured by fall semester, 3rd-week headcount data	Enrollment increases parallel increases in 3 county census estimates	Meets Expectations
		2. Full-year tuition and fees for full-time, undergraduate students will continue to be reasonable	WSU tuition will be below the mean of peer institutions	Exceeds Expectations
	B. Weber State will serve cohorts of interest in the community	1. Participation rates for “cohorts of interest” will be measured with fall semester, 3rd-week headcount data, broken down by demographic	Rates of WSU enrollment for “cohorts of interest” will be at least 80% of the average rate of enrollment of the highest participating group	Meets Expectations
II. LEARNING	A. Students who enroll will be retained	1. Official, first-time, full-time retention rates	WSU's first-year retention rate will place it in the upper half of peer institutions	Below Expectations
		2. First-year retention rates of “cohorts of interest”	First-year retention rates of “cohorts of interest” will be at least 80% of the average rate of retention of the highest participating group	Meets Expectations
	B. Students will participate in engaged learning experiences	1. Percentage of students participating in engaged learning experiences	More than two-thirds of WSU seniors will have one of five identified engaged learning experiences: Community Service, Internship, Capstone Experience, Undergraduate Research or Study Abroad	Meets Expectations
		2. Qualitative themes from graduate survey about learning and meaningful learning experiences	At least 70% of students will identify engagement as a “meaningful” learning experience at WSU, which will be noted through qualitative theme identification from open response questions	Meets Expectations
	C. Students will achieve general education learning outcomes	1. Results of general education learning outcome assessment	Data aggregated at the core and breadth levels indicate that 80% of students taking Gen Ed courses are achieving outcomes at a level of 70% or higher	Meets Expectations
		2. Qualitative data gathered at graduation from focus groups	At least 70% of students will identify meaningful learning outcomes in the core or breadth areas, which will be noted through qualitative theme identification gathered from focus groups of graduating students	Meets Expectations
	D. Students will achieve program learning outcomes	1. Results of program-level learning outcome assessments	Data aggregated at the program level indicate 90% graduating seniors are achieving program level outcomes at 80% or higher	Meets Expectations
		2. Qualitative data gathered at graduation from focus groups	At least 70% of students will discuss meaningful learning outcomes achieved in their program of study, which will be gathered through exit interviews, graduating student surveys, or other qualitative instruments	Meets Expectations
	E. Lower-division students will achieve success	1. Average first-semester GPA	80% of first-time students will achieve a first-semester GPA of 2.2 or above	Below Expectations
		2. Number of core course repeats	At least 70% of students will repeat core courses an average of two or fewer times	Meets Expectations
	F. Students will complete degrees	1. Students will complete degrees as measured with six-year graduation rates	WSU's six-year graduation rates will place it in the upper half of peer institutions	Below Expectations
		2. Students will complete degrees as measured with six-year graduation rates of all students and student cohorts of interest	Six-year graduation rates of cohorts of interest will be at least 80% of the average rate for all students	Meets Expectations
		3. Measures gleaned from NSSE, Noel-Levitz, and aggregated university surveys about student satisfaction with support services	Student ratings on satisfaction with support services will average above “satisfied” on university surveys	Meets Expectations

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	OBJECTIVES	INDICATORS	THRESHOLDS	MISSION FULFILLMENT
III. COMMUNITY	A. Weber State University will contribute to K-12 education in the community	1. Local educators will enroll in advanced degree and continuing education programs	The five-year rolling average of educator enrollments will show a positive trend	Meets Expectations
		2. WSU will provide precollege support through targeted support for “cohorts of interest.”	The five-year rolling average of participation in pre-college programs will show a positive trend	Meets Expectations
	B. The community will participate in a wide array of WSU sponsored cultural programs	1. The community rates of participation in diverse cultural offerings sponsored by WSU	The average annual rate of community participation in theatrical, musical, scientific, athletic, and civic events will mirror population growth in our catchment area	Below Expectations
		2. Educational opportunities continue to be brought to the community.	Participation in Arts-in-the-Park, Science in the Park, and other community-based programs will mirror population growth in our catchment area	Meets Expectations
	C. Students will engage with the community and become productive members of society	1. Graduates seeking jobs will be employed as measured with graduation data and verified by the Utah Department of Workforce Services	90% of students who want to pursue work after graduation will be successful in doing so	Meets Expectations
		2. Graduates seeking additional education will be enrolled as measured with graduation data and verified by the National Student Clearinghouse	80% of students who want to pursue additional education after graduation will be successful in doing so	Meets Expectations
	D. Faculty will contribute to their professions	1. Number of faculty publications/citations, presentations	The number of faculty publications and citations will trend upward over a five-year rolling average	Meets Expectations
	E. Faculty, staff, and students will support the community through service and outreach efforts	1. The number of formal community partnerships	The number of formal community partnerships will continue to grow at a rate at least equal to local population growth	Meets Expectations
		2. The number of hours contributed annually in community service by students	The number of hours of service contributed by students will continue to average eight or more hours per year	Meets Expectations
	F. Weber State will contribute to the economic development of the region	1. WSU facilitates economic development in the region through professional development and technical support	a. Headcount participation in non-credit offerings will equal approximately 10% of institutional headcount	Meets Expectations
			b. Five-year moving average of businesses assisted by the Small Business Development Center will show a positive trend.	Meets Expectations
		2. WSU contributes to economic development by providing graduates prepared to fill state identified, high-need occupations.	A significant percentage of graduates will be in majors that prepare students to fill state-identified high-need occupations.	Meets Expectations