Weber State University Division of Student Affairs Assessment Handbook

Updated November 5, 2012

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History of Division Assessment

Assessment within the Division of Student Affairs has taken place for many years. The first steps towards comprehensive assessment practices began with the card swipe system, which was introduced in the mid 1990s. This system was employed by a large number of departments to track the number of students using services and to make appropriate staffing and programming decisions based on the data.

Annual planning first began in the 2001-02 academic year with the five-column model. This model articulated division goals and strategic initiatives, unit goals/ objectives, methods of assessment and criteria for success, results of assessment and use of results. This model remained as the primary assessment model until 2006.

In 2006, with the arrival of a new Vice President for Student Affairs, the Student Learning Outcomes Task Force was created to examine learning taking place within our programs and services. Through the efforts of each of the departments within the Division and the committee, seven Division Learning Outcomes were formulated. The student learning outcomes template and five column model were used to draft the template for the six column annual planning model.

In 2008, the Student Affairs Assessment Coordinator was hired. Since this time, many of the included templates and processes have been created. Assessment has been expanded to include concepts of direct and indirect learning ,and a program review process was initiated in 2009.

Although, processes have changed over time, the main purpose of assessment has remained the same. As a Division, we strive to examine our programs and services in order to ensure that we are providing excellent learning opportunities in the cocurriculum for our students. It is our hope that our programs and services complement what students are already learning in their coursework and that our efforts positively contribute to students learning, retention, and ultimately, their graduation.

This handbook is designed to provide an overview of assessment within the Division of Student Affairs to new professionals within the Division and to serve as a refresher to individuals who have worked at the institution for a while. Although not comprehensive in nature as practices are constantly being refined, this handbook does explain the major annual assessment components.

Division of Student Affairs Mission Statement

The Division of Student Affairs promotes student learning, well-being and success through comprehensive services and programs provided in an inclusive environment. Student Affairs serves the needs of a diverse student population by offering educational experiences, leadership opportunities, and academic support which advances the social, intellectual, cultural, and civic development of students.

Core Values

The Division of Student Affairs at Weber State University is committed to:
- **Respect:** respecting and supporting individuals for their differing opinions, backgrounds, and experiences through a fair and nurturing environment.
- **Integrity:** Promoting a culture that embraces integrity and professionalism.
- **Student-Centered:** Providing quality programs and services through a holistic, student-centered approach focused on learning development.
- **Collaboration:** Creating and maintaining collaborative partnerships to encourage experiential learning.
- **Inclusion:** Fostering an inclusive environment that values diversity and equality.
- **Accountability:** Continually enhancing our programs and services through accountability to our students, colleagues, community members, and other stakeholders.

Student Affairs Assessment and Research Mission Statement
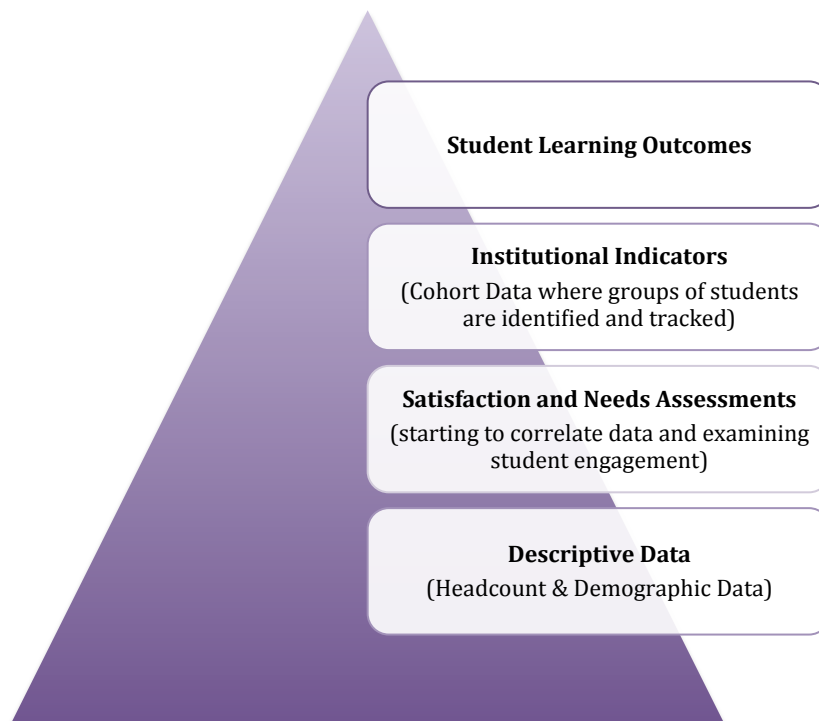
The Weber State University Research and Assessment Department promotes a culture of assessment by consulting with departments, units, and organizations within the division of Student Affairs. Through consulting, the department serves to encourage data-based decision making while guiding and informing program evaluation and assessment of student learning and development.

Assessment Framework

The Student Affairs Assessment Pyramid provides the framework for assessment practices within the Division. This framework was initially developed by the Associate Vice President for Student Affairs, Brett Perozzi in order to conceptualize a guiding theoretical framework for assessment in student affairs. The framework outlines suggestions for the collection of data through four separate levels. The volume of overall data decreases as one moves up the pyramid, yet the level of complexity increases, as does the level of importance of the data within each level.

The lowest level of the model represents the most basic data, and the data collection, analysis, and reporting becomes more complex when ascending each level. The pyramid shape is to imply that the pinnacle or apex of assessment is the measurement of student learning and development. The three other levels of the pyramid provide data that support student learning and student program, services, and facilities overall. Data derived in the first three levels form the foundation for the student learning data encapsulated in the top section of the pyramid.

This model is designed to help guide staff in their conceptualization of various areas of assessment, while providing a succinct visual representation of various aspects of a comprehensive program. This provides professionals with the tools to focus on different aspects of an overall assessment model and represents an overarching concept that allows directors and managers to work through specific areas of assessment while conceptualizing the overall picture of assessment data.

Student Learning Outcomes

Institutional Indicators
(Cohort Data where groups of students are identified and tracked)

Satisfaction and Needs Assessments
(starting to correlate data and examining student engagement)

Descriptive Data
(Headcount & Demographic Data)

Assessment Framework Details

Level I: Headcounts and Basic Demographics
The first level of the pyramid is the most basic. At this level data is captured about student usage of programs, services, and facilities. How many students are using the services, attending programs, and frequenting facilities such as the recreation center? The first aspect/stage within this level is essentially a counting function, yet is important in evaluating general level of resource consumption by students and the campus community. Are new methods being effective, for example, has the marketing campaign increased web hits, has there been an increase in traffic associated with advertisements in the student newspaper?

The second stage within this level of the pyramid is the tracking of demographic information. In addition to understanding the level at which programs, services, and facilities are used, demographic information can be obtained to explain who is consuming those resources. What types of students are using a particular program or service? Does this shed light on why or how the program can be enhanced or marketed? For example, are primarily business students using Career Services, and how can that help the staff market and deliver career programs? Are we serving underrepresented populations with the frequency and in the ways we desire or promote?

Level II: Needs Assessment and Satisfaction
In this model, gathering data on student needs as well as their level of satisfaction is integral to the assessment ethos of continual improvement. Both of these functions lend themselves to the use of surveys, yet focus groups and informal feedback can also be used to better understand needs and satisfaction levels of students and the university community.

This level is of vital importance at a programmatic level. What do the students want and/or need? And are we meeting those needs and desires? Creating and continuing programs that directly address these issues will streamline resources and provide data-informed decisions about modifications and improvements to specific programs and services. Satisfaction can be tracked over time to provide evidence of improvement or the need for change. There are a number of standardized instruments designed to elicit satisfaction information from students.

Level III: Institutional Indicators
This level focuses on recruitment, retention, and graduation in student affairs assessment. The creation and tracking of student cohorts within certain programs or services assists with demonstrating success in recruitment, retention, and graduation. Students participating in student affairs programs and services can be tracked over time, and their performance can be reviewed in relation to similar students to provide an overall measure of success in these areas.

Many programs and services lend themselves naturally to the creation of logical student cohorts. Student government, Greek life, and student organization officers

are easily identifiable, as are high school seniors involved in college out-reach programs, and students involved in federally funded programs such as TRiO. At this level of the pyramid, it is possible to look broadly at all users of programs and services, and also at specialized or targeted populations of students with whom staff members work closely and regularly.

Level IV: Student Learning Outcomes
At this level student affairs administrators are creating learning outcomes for students and developing a methodology for measuring and reporting the results. This is the most complicated and time-consuming component of the model.

Measurement of learning outcomes is paramount to this assessment model. Because student affairs does not teach specific content, the learning outcomes typically embraced closely mirror general education outcomes. This perspective allows us to help students achieve learning in broad areas such as interpersonal communication, problem solving, and critical thinking.

Program Review:
Program review informs departments using this model by using data from, and evaluating performance in, the four levels of the pyramid. Program review is conceptualized as the systemic, periodic review of departments to make changes to improve programs and services.

Annual Assessment Timeline

Six-Column Models Due for the Upcoming Academic Year	August 1
Cohort Names and W#s Due to Assessment and Research	October 1
Fall University-Wide Survey Requests	October 15
Mid-Year Six-Column Model Due to Assessment and Research	January 15
Spring Cohort Names and W#s Due to Assessment and Research	March 1
Spring University-Wide Survey Requests	March 15
Annual Report and End-of-Year Six-Column Model Due	June 1

Six-Column Model Layout

Unit Goal(s)	Means to Achieving Goal (Activities/ Objectives)	Student Learning Outcome	Methods of Assessment	Results	Use of Results
University Strategic Initiative					
University Strategic Initiative					
University Strategic Initiative					
University Strategic Initiative					

The six-column model is the annual planning model that has been in place since the 2008-09 academic year. This model ties both educational and program goals together in one planning document. Goals are related to division and/or university initiatives and priorities. Multiple assessment methods are employed, and each department articulates how the assessment results are used. Definitions can be found on the next page.

The six column model is available in the Student Affairs Applications Channel in the eWeber portal. Six column models are completed online. For information on how to add the channel, please contact Jessica Oyler.

Six-Column Model Definitions

Unit Goal

- Goals are typically broad statements that are not necessarily measured by one outcome, but can often include a combination of many outcomes. Our unit goals should highlight one of two types of goals. These two are listed below:

Program Goal

- o A program goal can also be referred to as an administrative or department goal. These goals will look at changes for the department as a whole (personnel, increase number of sessions offered) that will not directly impact student learning.

Educational Goal

- o Educational goals will have a corresponding learning outcome as these goals highlight what you expect students to learn from participating in your program.

Means to Achieving Goals

- This column will highlight the activities students can participate in to fulfill an educational goal or the steps you will take in order to achieve the program or educational goal.

Student Learning Outcome

- This column describes what students will demonstrate that they know or are able to do upon being assessed, specific examples include how the student will demonstrate the "knowledge, skills, attitudes, or habits of mind" (Suskie, 2004, p. 75) that he or she has gained. This demonstration should be measurable.

Method of Assessment

- This column highlights the way(s) in which the learning outcome or program goal will be measured. Multiple methods will yield richer data.

Indirect Assessment

- o Learning is inferred instead of being supported by direct evidence (i.e., usage data, satisfaction surveys). Students reflect on learning rather than demonstrate it (Palomba & Banta, 1999).

Direct Assessment

- o Students display knowledge or skills as the result of an assessment measure (presentation, test, etc.).

Results of Assessment

- This column includes highlights of the overall findings of the assessment(s). It is not necessary to include every finding of the assessment in this column.

Use of Results

- This column details how the results of assessment will be used to make improvements. This could involve editing the learning outcome, incorporating additional or changing current methods of assessment in the future, altering a program, etc. This is the most critical aspect of the six-column model.

Drafting Learning Outcomes

Student Learning Outcome Assessment is a systematic process in which Student Affairs staff can reflect on how their programs are directly or indirectly contributing to student learning on campus. This process consists of four phases: creating and evaluating, implementing, reporting results, and using the results to improve programs and services.

When drafting learning outcomes, the following verbs and scenarios may be helpful.

Revised Blooms Taxonomy

	REMEMBERING	UNDERSTANDING	APPLYING	ANALYSING	EVALUATING	CREATING
VERBS	Tell, List, Describe, Relate, Locate, Write, Find, State, Name, Identify, Label, Recall, Define, Recognize, Match, Reproduce, Memorize, Draw, Select, Write, Recite	Explain, Interpret, Outline, Discuss, Distinguish, Predict, Restate, Translate, Compare, Describe, Relate, Generalize, Summarize, Put into your own words, Paraphrase, Convert, Demonstrate, Visualize, Find out more information about	Solve, Show, Use, Illustrate, Construct Complete, Examine Classify, Choose Interpret, Make Put together, Change, Apply, Produce, Translate, Calculate, Manipulate, Modify, put into practice	Analyze, Distinguish, Examine, Compare Contrast, Investigate Categorize, Identify Explain, Separate Advertise, Take apart Differentiate, Subdivide, deduce,	Judge, Select, Choose, Decide, Justify, Debate, Verify, Argue, Recommend, Assess, Discuss, Rate, Prioritize, Determine, Critique, Evaluate, Criticize, Weigh, Value, estimate, defend	Create, Invent, Compose, Predict Plan, Construct Design, Imagine Propose, Devise Formulate, Combine, Hypothesize, Originate, Add to, Forecast,
MATERAILS SITUATIONS	Events, people, newspapers, magazine articles, definitions, videos, dramas, textbooks, films, television programs, recordings, media presentations	Speech, stories, drama, cartoons, diagrams, graphs, summaries, outlines, analogies, posters, bulletin boards.	Diagrams, sculptures, illustrations, dramatizations, forecasts, problems, puzzles, organizations, classifications, rules, systems, routines.	Surveys, questionnaires, arguments, models, displays, demonstrations, diagrams, systems, conclusions, reports, graphed information	Recommendations, self-evaluations, group discussions, debates, court trials, standards, editorials, values.	Experiments, games, songs, reports, poems, speculations, creations, art, inventions, drama, rules.

Retrieved from: http://tinyurl.com/ckpq4wf

Student Affairs Division Learning Outcomes

As a result of participating in programs and activities within the Student Affairs Division, students will have the opportunity to learn and/or develop in the following areas:

Civic Engagement reflects a person's ability to recognize and fulfill responsibilities to self, community, and society at large. A civically engaged individual demonstrates social consciousness, practices volunteerism, and makes effective contributions in respectful and ethical ways.

Critical Thinking is reasonable, reflective thinking which involves forming and analyzing beliefs, making decisions, and evaluating actions. Critical thinkers are able to analyze, interpret, synthesize, evaluate, and apply information in the development of appropriate inferences.

Cultural Competence is understanding and appreciating diversity. Individuals who are culturally competent develop an inclusive world view, value differences, and interact with others in culturally appropriate ways which create a climate of mutual respect.

Interpersonal Communication Skills are the ability to interact effectively with others. Individuals with interpersonal communication skills relate to others in courteous, respectful, and professional ways; appropriately resolve conflicts; and maintain positive relationships.

Intrapersonal Competence reflects a person's ability to develop and demonstrate self-understanding, self-esteem, self-confidence, and self-efficacy. Individuals who are intrapersonally competent can articulate their own beliefs and values, and are able to set and achieve goals consistent with their philosophy of life.

Leadership and Management Skills are the abilities to influence the actions of others. Individuals who have leadership and management skills are able to create a common vision, inspire others to accomplish that vision, obtain and utilize appropriate resources, and evaluate outcomes.

Responsibility and Accountability are the abilities to understand and fulfill one's obligations to others. Individuals who demonstrate responsibility and accountability are able to meet the expectations of others in ways consistent with specific policies and procedures and generally accepted behavioral norms.

Choosing a Method of Assessment

How do you want to measure the outcome? What will provide you with the most meaningful information? Using multiple methods will yield richer results.

- **Qualitative:** characterized by words and descriptions
    - Types of qualitative measurements
        - Observation
        - Focus Group
        - One-on-one conversation or interview
        - Open-ended questions
        - Portfolio
        - Student reflection

- **Quantitative:** characterized by numbers and measures
    - Types of quantitative measurements
        - Pre/Post Test (if not open-ended)
        - Questionnaires
        - Survey
            - Are there national surveys already available to measure this?
            - Is there another tool available (at another campus, in another department) that you could use or adapt?
            - Can you draft a survey? What resources will you use to do so?

- **Triangulation**
    - Using a mixture of both qualitative and quantitative measures, while utilizing usage numbers, satisfaction numbers, national survey results, etc.

When do you want to gather information using each method of assessment?

Who will be responsible for gathering/compiling the data?

What resources will you need?

Annual Report Template

Since the Student Affairs Division frames assessment around the assessment pyramid, this section will also be framed around that model. The annual report is fed by the six-column model and data gathered through the assessment pyramid framework. Annual reports are due on June 1st of each year and will be incorporated into the overall Division Annual Report, which is posted online and submitted to the President. Although annual tracking figures will not be complete based on the fiscal year at this point, please include what you have up until this point. For the overall division report, we will ensure that final numbers are pulled.

Educational Goals
- What were the core student learning outcomes that you examined?
- What methods did you use to examine these outcomes?
- How do these outcomes relate to the core theme objectives?
- What did you find through your examination of core theme objectives and educational goals (e.g., trends, needs, ideas for future programming, areas of improvement, areas of accomplishment)?
- Do you plan to use this information to improve your programs and services? If yes, how?

Program Goals
- What were the core program and/or service oriented outcomes that you examined?
- How did these outcomes relate to the core theme objectives?
- What methods did you use to examine these outcomes?
- What did you find through your examination of program goals?
- Do you plan to use this information to improve your programs and services? If yes, how?

Cohort Information
- How do the students who use your services compare with those students who do not use your services? Reflect on performance indicators (e.g., retention, graduation).
- Do you plan to use this information to improve your programs and services? If yes, how?

Student Needs & Satisfaction
- How did you assess student satisfaction and/or needs with your programs and services?
- What did you find through the use of these instruments?
- Do you plan to use this information to improve your programs and services? If yes, how?

Basic Student Information
- How many students used your services last year?

- How did you track student usage of services and interactions?
- What were the student usage patterns for your department?
- Who were the students using your services (e.g., demographic information)?
- What did you find through this information (e.g., trends, needs, ideas for future programming, areas of improvement, areas of accomplishment)?
- Do you plan to use this information to improve your programs and services? If yes, how?

Student/Staff Accomplishments
- Large Events and/or Celebrations of Significance
- Publications, Presentations, Recognition

Program Review

The program review process in the Division of Student Affairs began in 2009 with the intent to provide a comprehensive evaluation of departments on a five-year cycle. Program review is a reflective process that allows for an introspective look at our structure and services and allows us to see areas where we are doing well and areas that we can improve. Program review also assists in strategic planning and goal setting. This process is on a five year rotating cycle. More information, including handbooks and data from past departmental reviews, can be found online at: http://www.weber.edu/SAAssessment/SSA_Review.html
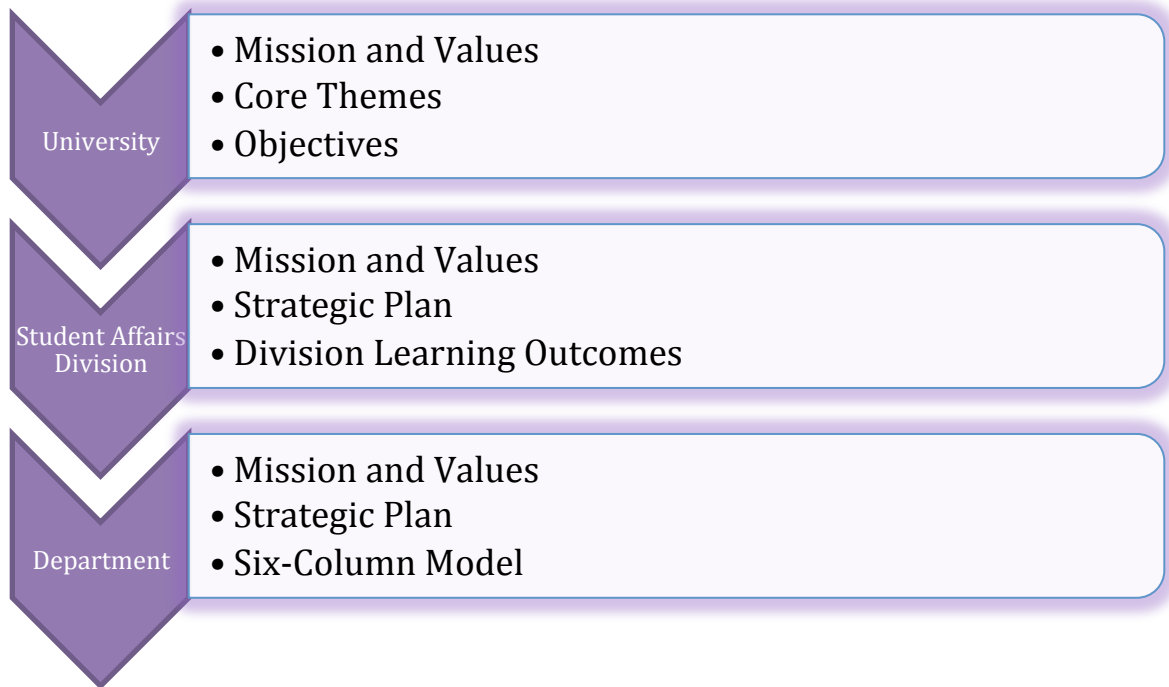
Goals of Program Review

1. To ensure that each unit is providing high-quality, effective programs and Services.
2. To continually strive to improve WSU Student Affairs programs and wervices.
3. To demonstrate our alignment with the division and university mission statements through an evidence-based process.
4. To create action plans and identify important initiatives to be used in strategic planning for the Student Affairs Division and departments within the division.
5. To increase knowledge and understanding of the division as a whole within Student Affairs and across the university.

Assessment and Planning Flow Chart

The following model is meant to be a visual representation of the assessment processes taking place at every level within the institution. Each of these processes feeds into the level below it on the chart. This model is intended to illustrate the complex practices that take place within the institution and to demonstrate to departments where their internal processes fit within the overall assessment practices of the institution.

University
- Mission and Values
- Core Themes
- Objectives

Student Affairs Division
- Mission and Values
- Strategic Plan
- Division Learning Outcomes

Department
- Mission and Values
- Strategic Plan
- Six-Column Model

Student Affairs Assessment Progress Report

The progress report was developed in 2011-12 by the Student Affairs Assessment Committee. This report is shared with departments annually during the spring semester to allow departments to gauge their assessment progress as compared to themselves and to the rest of the Division. These reports are not publically shared; however, the overall report for the Division is posted.

	1 - 1	2 - 2	3 - 3	4 - 4	N/A	Comments
Student Headcount ☐	• Does not track student usage	• Tracks student usage • Does not track unique users	• Tracks student usage • Tracks unique users	• Tracks student usage and unique students • Makes and records informed decisions about staffing and outreach efforts due to data		
Needs and Satisfaction Information ☐	• Does not collect needs or satisfaction information	• Collects needs or satisfaction information occasionally • Does not aggregate findings	• Annually/ biennially captures needs and satisfaction information and aggregates information	• Annually/ biennially captures needs and satisfaction information and aggregates findings • Makes and records informed decisions based on needs and satisfaction data		
Cohort Data ☐	• Does not track cohort data	• Occasionally tracks cohort data	• Regularly tracks cohort data	• Regularly tracks cohort data • Makes and records decisions based on cohort findings		
Six Column Model ☐	• Initially completes six column model with little or no follow-up on goals throughout the year	• Completes six column model but can work to refine goals to make them more relevant to what the department finds most important	• Completes six column model with relevant goals to improve programs, services, & student learning • Goals are related to the University Core Themes	• Completes six column model with relevant goals to improve programs, services, & student learning • Goals are related to the University Core Themes • Has identified a plan with dates to reexamine goals in the future.		

Total:

Overall Comments:

Student Affairs Plan 2012-2015

October 25, 2012

	Student Affairs Highest Priority Objectives *What is the objective?*	Student Affairs Strategy *How will it be achieved?*	Initiatives *Through what activities?*	Measures *How is success defined?*
ACCESS	**1. Opportunity -** Increase preparation, access, and readiness of under-represented students.	Increase the variety of outreach programs offered and the number of participants.	Seek outside funding for outreach programs by applying for new grants.	Establishment of new outreach programs, initiatives or enhancements.
				Increase the number of targeted outreach individuals applying for postsecondary education.
		Enhance the quality of tutoring programs offered through outreach programs.	Improve outreach tutoring by establishing tutoring standards & improving tutor training using "tutorology" coupled with CRLA best practices.	Compare students who have "been tutored" in new outreach tutor program to a cohort that has not received "tutoring" and find an increase in student placement in higher levels of math.
			Establish outreach tutoring standards & improve training.	
LEARNING	**2. Engagement -** Increase student engagement/ involvement in meaningful learning opportunities.	Expand internship opportunities.	Better inform students of internships and practicum opportunities.	Increase the number of students engaged in internship opportunities by 10%
			Improve internship tracking and standardized reporting.	
			Create working abroad (international) internships.	
		Expand residential Living/Learning Communities.	Modify communications with students applying to, and currently living in, the residence halls.	Three new residential communities formed.
			Partner with additional academic departments to foster living/learning communities.	Increase in student participation by 20%.
		Develop the Volunteer Involvement Program and Civitas into premier programs on campus.	Formalize learning outcomes expected from VIP and Civitas programs.	Assess civic engagement learning outcomes gained from training and participation in programs with campus-adopted rubric; compare number of students participating in these programs from previous years.
			Expand training for VIP leaders.	
			Expand Civitas curriculum and refine portfolio requirements.	
			Increase campus participation in community service.	

Student Affairs Plan 2012-2015 (continued)

October 25, 2012

3. Support: Expand, diversify, and increase support for international students & programs.	Recruit from selected countries not currently represented.	Collaborate campus-wide to develop recruitment strategies with countries not currently represented in WSU enrollments	Expand international student population by 200 students.
		Reach out to & develop relationships with governments and NGOs (non-governmental agencies) that sponsor students	Establish two new sponsored programs.
	Increase transition support for international students.	Review and revitalize transition programs including sharing of information, integration into the WSU environment, and orientation	Implement a revised orientation program. Students will report increased levels of satisfaction with transition support.
4. Support: Enhance academic support & student success.	Better prepare students to succeed in developmental math.	Develop concept math skills refresher workshops and seminars for developmental math students; pilot with Summerbridge Program	Students who utilize workshops will be retested using ACCUPLACER and placed accordingly. Placed student will be tracked through placement class and subsequent math courses and compared to cohort that did not take workshops.
	Strengthen mentoring programs offered within the division.	Create a mentoring program clearinghouse & standardized training for peer mentors	Increase the number of students involved in mentoring opportunities.
			Mentees will report positive learning outcomes and greater feelings of belonging at the institution.
	Strengthen intentional advising for targeted populations.	Contact ethnically diverse students with greater frequency to advise regarding opportunities and resources	Number of initial and follow-up advisement appointments will increase.
			Collaborations between departments will be formed for referrals and retention efforts.

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University Resources

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 program research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region

Vision Statement

Our vision is for Weber State University to be the national model for a dual-mission university that integrates learning, scholarship, and community.

Core Values

Learning through personalized experiences and shared inquiry.
Engagement in the community
Access and opportunity for all
Respect for people and ideas
Nurturing the potential within every individual

University Core Themes and Objectives

Mission Core Theme I – ACCESS

has these objectives:	*which have these meaningful indicators of achievement:*	*which have these acceptable achievement thresholds:*
I.A. DEGREES: Weber State offers responsive associate, baccalaureate and master's degrees in liberal arts, sciences, technical and professional fields.	1. Programs and degrees are responsive to student needs.	a. WSU's overall yield from primary feeder high schools will exceed 65%.
		b. WSU's enrollment will increase at a rate that will equal or exceed 30,000 students in 2030.
		c. Reflecting WSU's dual mission of serving as a regional university and meeting the community college needs of the region, WSU distribution of degrees will reflect a balance of associate, bachelors and masters degrees.
		d. Mean community perception scores of WSU quality will maintain or increase.
I.B. ACHIEVEMENT: Students progress in their programs of study.	1. Students earn degrees.	a. WSU's first year retention rate will place it in the upper half of peer institutions.
		b. WSU's six-year graduation rate will place it in the upper half of peer institutions.
		c. WSU's awarded degrees per 100 FTE students will place it in the upper half of in-state peer institutions.
	2. Graduates have "next step" success.	a. For associate degree graduates, more than 80 percent of WSU students will either continue their education or be employed within 3 months of graduation.
		b. For bachelor degree graduates, more than 80 percent of WSU students will either continue on to graduate school, or be employed within 3 months of graduation. Of those applying to graduate school more than two-thirds will be accepted, and for those seeking employment more than two-thirds will be employed in jobs relating to their major.
		c. For those seeking masters degree, post-graduate acceptance in graduate programs will equal or exceed 90 percent, and for those seeking employment more than 80 percent will be employed in their major field.
I.C. OPPORTUNITY: Weber State provides access to higher educational opportunity.	1. Student enrollments reflect support for non-traditional students.	a. More than one-third of WSU's FTE enrollment will reflect online, evening and off-campus enrollments.
		b. WSUs' tuition will be below the mean of peer institutions.
	2. Student enrollments reflect diversity and inclusion.	a. WSU's enrollment of minority students will increase at least proportionally to overall enrollment.
		b. More than 12 percent of WSU's enrollment will be economically disadvantaged students.

Endorsed by University Planning Council and University Trustees June, 2011; modified slightly for language alignment and filed with NWCCU September 15, 2011 as Weber State's Year One Report; modified March 2012 to show acceptable achievement thresholds; last updated 3-6-12.

Mission Core Theme II. – LEARNING

has these objectives:	which have these meaningful indicators of achievement:	which have these acceptable achievement thresholds:
II.A. ENGAGEMENT: Students experience an engaging learning environment founded on extensive personal contact among faculty, staff and students in and out of the classroom.	1. Students participate in learning experiences such as undergraduate research, service learning, involvement and other forms of experience-based learning.	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.
	2. Students experience extensive contact with faculty, staff and other students.	a. Senior student mean performance on the quality of relationship with faculty members will be above the national NSSE average
		b. WSU's average class size for all classes will be held below 22 students per section.
II.B. SUPPORT: Students receive effective support services.	1. Students are satisfied with student support services.	a. Student ratings on satisfaction with support services will average above "satisfied" on university surveys.
		b. Student ratings of help received in coping with non-academic responsibilities will be comparable to the national NSSE average.
		c. Student ratings on satisfaction with academic support services will trend towards the national Noel-Levitz average.
		d. Academic support services will have a positive impact on student learning. The assessment results of individual services can be found at …www.weber.edu…
II.C. SUCCESS: Students learn to succeed as educated persons and professionals.	1. Students achieve the learning goals of the General Education program	a. Both the General Education program and individual General Education courses will define and publish learning outcomes.
		b. General Education assessment will occur on a regular basis. WSU students evidence attainment of general education learning goals established for the General Education Depth and Breath requirements. The results of general education assessment are found at: www.
	2. Students achieve the learning goals of Major programs.	a. Courses in WSU programs will define and publish learning outcomes.
		b. Students evidence attainment of program learning goals through performance as document by departmental assessment activities. The results of program assessment are found at: www.
II.D. INQUIRY: Students and faculty learn, explore and create in an environment that sustains free inquiry and free expression.	1. Faculty engage in creative and scholarly activity.	a. WSU's performance will be above average for HERI peer institutions.
		b. Rate of growth in sponsored projects funding will be on pace to reach $20 million in 2030.
	2. Faculty perceive that WSU fosters knowledge creation, free inquiry and free expression.	WSU's mean performance will be above average for HERI peer institutions.

Mission Core Theme III. – Community

has these objectives:	*which have these meaningful indicators of achievement:*	*which have these acceptable achievement thresholds:*
III.A. EDUCATION: Weber State contributes to pre-K through 12 education in the region.	1. WSU contributes to Pre K-12 education and professional development.	a. Partnership activities will be annual reviewed by the K-16 Alliance.
		b. The five-year moving average of enrollment in continuing education teacher contract programs will show a positive trend.
	2. Promote preparation for higher education.	a. The five-year moving average of concurrent enrollment will show a positive trend.
		b. The five-year moving average of participants in pre-college outreach programs will show a positive trend.
		c. The percent of targeted outreach students who enroll in post-secondary education will exceed 45%.
III.B. CULTURE: Weber State contributes to the richness of the regional culture.	1. The community participates in a diverse offering of WSU events.	Attendance at WSU cultural and athletic events will exceed 100,000 and reach 150,000 by 2030.
	2. WSU facilitates community development through public service.	a. More than a quarter of all WSU students will contribute to community service.
		b. WSU's mean performance will be above average for HERI peer institutions.
III.C. ECONOMY: Weber State contributes 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 approximately equal 10 percent of institutional headcount.
		b. The five-year moving average of businesses assisted through the Small Business Development Center will show a positive trend.
		c. The five-year moving average of revenue received by the USTAR Outreach Center will show a positive trend.

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