

Southern Utah University Assessment Outline

Draft

Pending appropriate funding, the University's ad hoc Committee on Assessment proposes supplementing existing assessment activities with unit- and university-level activities. The committee has prepared a matrix of areas for assessment and instruments to measure institutional quality and demonstrate public accountability.

December 6, 1999

Executive Summary

A large portion of assessment is being done. This outline organizes assessment activities and distinguishes what is being done from what needs to be done. It is recommended that assessment activities continue since the cost of not doing assessment is higher than the cost of doing it. Units are asked to plan and articulate what they are doing; much of what they are doing is already embedded in course work and programs.

SUU designed its assessment program to develop a systematic approach that (1) evaluates learning processes and outcomes, (2) measures satisfaction outcomes, (3) responds to university stakeholders for data to demonstrate effectiveness and excellence, and (4) provides resources to academic and service units for improvement.

Assessment occurs at three levels: university, college/student services, and unit. Three audiences are targeted in reporting assessment activities: the campus community, external governing boards, and accreditation organizations.

Goals of Assessment

- To develop a systematic process to evaluate learning outcomes and student satisfaction through the use of assessment information
- To respond to various university stakeholders with data to demonstrate effectiveness and excellence through accountability
- To develop unit-based definitions and strategies for assessment from a university-wide assessment matrix
- To evaluate the quality of contribution by each unit
- To evaluate learning outcomes
- To evaluate student satisfaction
- To evaluate post-student outcomes
- To meet accreditation requirements
- To provide data to campus units for improvement

Areas of Evaluation

- Assess demographics (includes external reports) and student development
 - Educational development
 - Class characteristics
 - Student characteristics
 - Enrollment trends
 - Graduation rates
 - Finances
 - Financial Aid
 - Salaries, Tenure and Benefits
 - Institutional statistics
- Program demand

- Assess learning outcomes at SUU
 - General education
 - Cognitive achievement in the major
 - Unit-based measures of achievement

- Assess satisfaction outcomes
 - Personal goal attainment
 - College performance
 - Exit/withdrawal causes
 - Faculty & staff recruitment & retention

- Assess academic processes

<ul style="list-style-type: none"> • Advising • Grading • Scheduling and use of instructional space • Engagement of students in academic practices • Freshman retention • Scholarly output 	<ul style="list-style-type: none"> • Transfer student retention and graduation • Faculty workload • Library comparisons • Instructional staff database reconciliation • Academic program reviews • Teaching evaluations
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- Assess post-graduation outcomes
 - Graduate attitudes
 - Alumni satisfaction
 - Career placement
 - ATE career placement
 - Employer attitudes

- Assess planning, costs and benefits

<ul style="list-style-type: none"> • Strategic planning • Campus master planning • Performance indicators • Public perceptions • Technology needs • Cost/benefit comparisons 	<ul style="list-style-type: none"> • Accreditation self-studies • Athletics certification self-studies • Capital planning and budgeting • Comparable Compensation Analyses • Cost Studies • Endowment pool and investments • Financial reports • Financial studies
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It is recommended that each unit (academic and non-academic) develop assessment plans

according to a common format, and institutional review by a representative, multi-disciplinary committee for completeness. Formal reviews of each unit's performance are recommended.

Data from assessment activities will be used to enhance programs and, apart from approved university policy and in accordance with University due process procedures, will not be used for individual faculty or student evaluation nor for comparisons between departments or colleges.

SUGGESTIONS FOR IMPLEMENTING THE OUTLINE

1. Because assessment has broad impact on the campus community, this outline needs broad distribution and opportunity for comment. Copies of the document should be sent to each dean and department chair, to directors of student and campus services, and to others whose input would be valuable. The document should be posted to the web. A 30-day comment period should be considered before proceeding to the next implementation steps.
2. Unit assessment plans are fundamental to the University's assessment plan. Recommendations are made in the outline for soliciting, reviewing, and updating the plans. The University's ad hoc Committee on Assessment suggests that preparation of the unit plans proceed, that a reviewing process be implemented, and that unit documents become part of the University's written assessment plan.
3. A number of additional assessment activities are recommended in the outline. Pending appropriate funding, the University's ad hoc Committee on Assessment proposes engaging new activities only (1) when appropriate funding and/or release time is in place, (2) when objectives and methodologies are clearly articulated, and (3) when it is clear through deliberate planning that results of the activities will be used to measure/assure institutional quality and demonstrate public accountability. Many of the new activities impact student services, and additional resources may be needed in the student development and admissions offices to implement the added load.
4. A phased implementation of new activities is recommended. A large base of existing assessment activities is already underway and will need to continue, perhaps with some refinement or revision. It is recommended that one or two new activities be integrated into the present base, as resources allow. Phasing new activities will promote timely design of the assessment activity (i.e., thoughtful sampling, use of results, incentive programs, etc.) while not impeding existing activities. A phased approach would also allow time for the new activities to demonstrate their value to the University community.
5. Assessment of general education appears to be a statewide priority, subject to the direction of statewide committees and of the Board of Regents. It is suggested that SUU participate more extensively in shaping the direction of general education assessment. It is also suggested that SUU engage the statewide activities assessing general education.
6. It is suggested that the 2001 (and subsequent) general catalog of the University include for each unit a summary of assessment activities extracted from unit plans.
7. Each year an annual assessment report should be prepared and distributed to the campus. The report should contain comparisons to previous years and should demonstrate a feedback or improvement loop in the assessment process.

SOUTHERN UTAH UNIVERSITY ASSESSMENT

December 6, 1999

Mission Statement

This outline provides a framework for a university assessment plan derived from SUU's approved mission statement.

A large portion of assessment is already being done. This outline organizes assessment activities and distinguishes what is being done from what needs to be done. It is recommended that assessment activities continue since the cost of not doing assessment is higher than the cost of doing it. Units are asked to plan and articulate what they are doing; much of what they are doing is already embedded in course work and programs.

SUU designed its assessment program to develop a systematic approach that (1) evaluates learning processes and outcomes, (2) measures satisfaction outcomes, (3) responds to university stakeholders for data to demonstrate effectiveness and excellence, and (4) provides resources to academic and service units for improvement.

Process

Three levels of assessment are engaged at SUU: university-wide, student/campus services, and unit levels.

University-wide assessment processes will be comprised of qualitative and quantitative information, including (1) compiling and analyzing statistical descriptors of students, faculty and staff, and institutional characteristics, (2) longitudinal information on trends such as retention and graduation rates, (3) standard, external reports of university information, and (4) selected survey data measuring university-wide performance, improvement, campus climate and student perceptions.

Student/campus services assessment processes will be comprised of qualitative and quantitative information, such as student satisfaction surveys, career services data, and third-party program reviews.

To perform a comprehensive assessment, initial interventions that are unit-based will be documented. Units are academic departments or campus budget centers, and each may have a unique contribution to the overall educational experience at SUU. Each unit will be given a framework to help them plan their assessment strategies. The framework will help each unit identify their definitions for successful contribution to the University experience and how to

objectively measure that success.

Goals of Assessment

- To develop a systematic process to evaluate learning outcomes and student satisfaction through the use of assessment information
- To respond to various university stakeholders for data to demonstrate effectiveness and excellence through accountability
- To develop unit-based definitions and strategies for assessment from a university-wide assessment matrix
- To evaluate the quality of contribution by each unit
- To evaluate learning outcomes
- To evaluate student satisfaction
- To evaluate post-student outcomes
- To meet accreditation requirements
- To provide data to campus units for improvement

Objectives

- Assess demographics (includes external reports) and student development

Existing descriptive information and reports

- A. Educational development of high school graduates at the university and student/college services levels
- B. Educational development of transfer students at the university and student/college services levels
- C. Educational development of applicants at the university and student/college services levels
- D. Educational development of GED applicants at the university and student/college services levels
- E. Educational development of international students at the university and student/college services levels
- F. Class characteristics of ACT test takers at the university and student/college services levels
- G. Student characteristics at the university level
- H. Enrollment trends at the university level
- I. Program demand at the university and student services levels
- J. University profile of information for national guidebooks at the university level
- K. Graduation rates at the university level
- L. Degrees awarded (IPEDS) at the university and student/college services levels
- M. Graduation rate (IPEDS) at the university and student/college services levels

- N. Enrollment by level (IPEDS) at the university and student/college services levels
- O. Enrollment and workforce codes (IPEDS) at the university and student/college services levels
- P. Institutional characteristics (IPEDS) at the university and student/college services levels
- Q. Finances of the University (IPEDS) at the university and student/college services levels
- R. Financial Aid (IPEDS) at the university and student/college services levels
- S. End of Semester Enrollments at the university level
- T. Fall Staff Count (IPEDS) at the university and student/college services levels
- U. Salaries, Tenure & Fringe Benefits of Full-time Faculty (IPEDS) at the university and student/college services levels
- V. Motor vehicle inventory at the university and student/college services levels
- W. Building Replacement Inventory at the university and student/college services levels
- X. Institutional statistical information at the university level
- Y. Faculty characteristics, age groupings, length of service, rank and gender, tenure
- Z. Highest degrees of full-time tenure-track faculty
- AA. Faculty salary and compensation data

- Assess learning outcomes at SUU

Existing learning outcomes information

- A. Cognitive achievement in the major
- B. Other unit items

Proposed learning outcomes information

- A. General education at the university level
- B. Unit level assessment plans

- Assess satisfaction outcomes

Existing satisfaction outcomes measures

- A. Exit/withdrawal (interviews supplemented by a survey) causes at the university level
- B. Faculty survey on recruitment and retention issues at the university level

Proposed satisfaction outcomes measures

- A. Personal goal attainment at the university level
- B. Processes and procedures at the university level
- C. Staff survey on recruitment and retention issues at the university level

- Assess academic processes

Existing evaluations of academic processes

- A. Grading at the university level
- B. Scheduling & use of instructional space at the university level
- C. Freshman retention at the university level
- D. Transfer student retention and graduation at the university level
- E. Faculty workload at the university level
- F. Library comparisons with peer institutions at the university level
- G. Library (IPEDS)
- H. Instructional staff reconciliation at the university level
- I. Academic program reviews at the unit level
- J. Teaching effectiveness at the unit level

Proposed evaluations of academic processes

- A. Advising at the university level
- B. Process indicators at the university and student/college services levels
- C. Scholarly output of full-time faculty at the university and unit levels

- Assess post-graduation outcomes

Existing measures of post-graduation outcomes

- A. Survey of graduates at the university level
- B. Alumni satisfaction at the university level
- C. Career placement of graduates at the university level
- D. ATE career placement at the university level
- E. Employer attitudes at the university level

Assess planning, costs and benefits

Existing activities of planning, costs and benefit studies

- A. Strategic planning at the university level
- B. Campus planning at the university level
- C. Legislative biennial assessment at the university level
- D. Budget request at the university level
- E. Technology needs at the university level
- F. Accreditation self-study (regional) at the university level
- G. Intercollegiate athletics certification self study at the university level
- H. Physical facilities inventory at the university level
- I. Space planning model (Q&P) at the university level
- J. Capital budget plan and request at the university level
- K. Comparable compensation analysis at the university level

- L. Cost study at the university level
- M. Financial report at the university level
- N. Personnel (CUPA) reports at the university level
- O. Endowment pool and investment reports at the university level
- P. Continuing disclosure reports on bonding at the university level
- Q. Financial ratios report at the university level

Proposed activities of planning, cost and benefit studies

- A. Performance indicators at the university level
- B. Public perceptions survey at the university level
- C. Cost/benefit comparisons at the university level

Principles

- Assessment is predicated on the mission of the University.
- Meaningful assessment requires faculty, staff, alumni and student involvement and the commitment of the campus community.
- Outcomes assessment occurs at three levels: university, student/campus services, and unit.
- Meaningful assessment yields information for external accountability and for improvement of teaching and learning.
- Assessment is built upon the basic structure of the university curriculum and the campus matriculation and activity processes of students.
- Meaningful assessment examines cognitive learning in general education and academic majors as well as student perceptions of institutional effectiveness.
- Faculty in the various disciplines will articulate the goals and learning outcomes of their specific majors and will choose an assessment approach in their classes to determine whether students achieve those goals and outcomes.
- Assessment activities underway at university, student/campus services, and unit levels will be systematized, documented, published, and shared with the university community.
- Data from assessment activities will be used to enhance programs and, apart from approved university policy and in accordance with University due process procedures, will not be used for individual faculty or student evaluation nor for comparisons between departments or colleges.

- Assessment recognizes the interrelationships of inputs, processes, outputs and feedback.
- Meaningful assessment will require additional resources at each level of assessment

Assessment Activities and Matrix

A matrix of assessment activities follows. Items checked are already being done on campus.

	Objective	Level of Assessment	Area for Assessment	Frequency & Target Audience	Tool/Database	Responsible Unit	Documentation & Use
✓	Demographics & Student Development	University & S/C Services	Educational development	Upon application, Pre-college students	HS transcripts	Admissions/ Registrar	Campus admission documentation
✓		University & S/C Services	Educational development	Upon application, Transfer students	College transcripts	Admissions/ Registrar	Campus admission documentation
✓		University & S/C Services	Educational development	Upon application, Pre-college students	ACT/SAT	Student Development	Campus admission documentation
✓		University & S/C Services	Educational development	Upon application, Pre-college students	GED	Student Development	Campus admission documentation
✓		University & S/C Services	Educational development	Upon application, International students	TOEFL	Admissions/ Registrar	Campus admission documentation
✓		University & S/C Services	Class characteristics	Upon examination, Freshman class	ACT Class Profile	Student Development	Campus information
✓		University	Student characteristics	Annually, student population	SIS	Institutional research	Electronic fact book
✓		University	Enrollment trends	Each semester, student population	SIS	Institutional research	Electronic fact book
		University & S/C Services	Program demand	Each semester, student population	Course hits	Registrar & student development	Campus reports

	Objective	Level of Assessment	Area for Assessment	Frequency & Target Audience	Tool/Database	Responsible Unit	Documentation & Use
✓	Demographics & Student Development (continued)	University	University Profile	Annually, national guidebooks	Common Data Set	Institutional research	National comparisons
✓		University	Graduation rates	Annually, all graduates	SIS	Institutional research	Campus reports
✓		University & S/C Services	Degrees awarded	Annually, USHE & NCES	IPEDS-C	Registrar	USHE report
✓		University & S/C Services	Graduation rate	Annually, USHE & NCES	IPEDS-GRS-1	Registrar	USHE report
✓		University & S/C Services	Enrollment by level	Annually, USHE & NCES	IPEDS-EF-1	Registrar	USHE report
✓		University & S/C Services	Enrollment & workforce codes	Annually, USHE & NCES	IPEDS-EP	Registrar	USHE report
✓		University & S/C Services	Institutional characteristics	Annually, USHE & NCES	IPEDS-IC	Registrar	USHE report
✓		University & S/C Services	Finances	Annually, USHE & NCES	IPEDS-F-1	Business Office	USHE report
✓		University & S/C Services	Financial Aid	Annual, USHE & NCES	IPSFA	Financial Aid Office	Internet and USHE report

	Objective	Level of Assessment	Area for Assessment	Frequency & Target Audience	Tool/Database	Responsible Unit	Documentation & Use
✓	Demographics & Student Development (continued)	University & S/C Services	End of Semester Enrollment Report	Fall and Spring, All student enrollments	USHE format	Registrar's office	Office End of Term Report, public record
✓		University & S/C Services	Fall Staff Count	Annually, USHE & NCES	IPEDS-S	Human Resources	USHE report
✓		University & S/C Services	Salaries, Tenure & Fringe Benefits of Full-time Faculty	Annually, USHE & NCES	IPEDS-SA	Human Resources	USHE report
✓		University & S/C Services	Vehicle Inventory	Annually, Office of Risk Management	Risk Management Report	SUU Risk Management	Risk Management report
✓		University & S/C Services	Building Replacement Inventory	Annually, Office of Risk Management & Campus	Risk Management Report	Facilities planning & risk management	Risk Management report
✓		University	Institutional statistical summary	Annually, campus community	Fact book	Institutional research	Printed compilation and web-based
✓		University	Freshman attitudes	Annually, entering freshmen at orientation	CIRP Freshman Survey	Student Development	Compiled results returned to Student Services
✓		University	Faculty characteristics	Annually, campus community	Table of characteristics	Institutional research	Fact book
✓		University	Degrees of Faculty	Annually, campus community	Table of highest degrees	Institutional research	Fact book
✓		University	Faculty compensation	Annually, campus community	Compensation analysis	Institutional research	Fact book

	Objective	Level of Assessment	Area for Assessment	Frequency & Target Audience	Tool/Database	Responsible Unit	Documentation & Use
✓	Learning Outcomes	University	General education Student writing portfolio Pre-/post test of Math 1030 American government measure (TBD)	Annually			
		Unit	Cognitive achievement in the major	Annually, graduating seniors	Princeton field exams where appropriate	Departments	Assess curriculum effectiveness
		Unit	Activities desired by units	Annually, majors and minors	Described by units in assessment plans	Departments	Assess learning

	Objective	Level of Assessment	Area for Assessment	Frequency & Target Audience	Tool/Database	Responsible Unit	Documentation & Use
✓	Satisfaction Outcomes	University & S/C Services	Personal goal attainment	Random sample of student population	Student Satisfaction Inventory (Noel-Levitz)	Institutional Research	Institutional effectiveness, retention report
		University & S/C Services	SUU processes (activities of the colleges)	Annually, General public & prospective students	Annual report of each college	Colleges	Report of achievements and performance
		Student/Campus Services	Exit/withdrawal causes	Upon exiting, Non-returning students	ACT Withdrawing/ Non-returning student survey with interviews	Student Services	Survey of retention
		University	Faculty and staff recruitment & retention	Annually, sample of faculty and staff	Local survey of satisfaction	Faculty Senate & Staff Association	Attitudinal survey of employees

	Objective	Level of Assessment	Area for Assessment	Frequency & Target Audience	Tool/Database	Responsible Unit	Documentation & Use
✓	Academic Processes	University & S/C Services	Advising				
✓		University	Grading	Annually compile grade frequencies by department	SIS	Institutional research	Fact book
✓		University & S/C Services	Scheduling and use of instructional space	Fall & spring, Utilization report of class rooms and class labs	USHE Room Use Reports	Institutional research & Facilities Planning	Campus assignment of space
		University & S/C Services	Process indicators (student engagement in educational practices)	Annually, sample of student population	College Student Experiences Questionnaire	Institutional research	Results distributed to campus community
✓		University	Freshman Retention	Annually, fall-to-fall freshman cohort	SIS	Institutional research	Results distributed to campus leaders
		University & Unit	Scholarly output	Annually, full-time faculty	Narrative submittal	LRT committees & Faculty Senate	Part of LRT process

	Objective	Level of Assessment	Area for Assessment	Frequency & Target Audience	Tool/Database	Responsible Unit	Documentation & Use
✓	Academic Processes (continued)	University	Transfer student retention and graduation	Annually, transfer cohort	SIS	Institutional research	Results distributed to campus leaders
✓		University	Faculty Workload Report	Annually, all instructional faculty	USHE format	Institutional research	USHE and campus use
✓		University	Library comparisons with peer campuses	Annually, campus leaders	ALA Directory	Institutional research	Distributed to campus leaders
✓		University	Academic Library	Annually, National Center for Educational Statistics	IPEDS-L	Library	Copy on file in IR office
✓		University	Instructional Staff Reconciliation	Annually, academic units	Campus data bases and Dept interviews	Institutional research & Provost	Campus database
✓		Unit	Academic program reviews	Annual cycle	USHE format	Academic departments and deans	USHE and campus use
✓		Unit	Teaching evaluations	Annually, sample of classes	SUU survey	Provost/Deans	Campus reports

	Objective	Level of Assessment	Area for Assessment	Frequency & Target Audience	Tool/Database	Responsible Unit	Documentation & Use
✓	Post-graduation Outcomes	University & S/C Services	Survey of Graduates	Annually, recent graduates	ACT College Outcomes Survey	Provost	Campus use
✓		University & S/C Services	Alumni satisfaction	Every three years, alumni	ACT–Alumni Outcomes Survey	USHE Commissioner	Results sent to campuses
✓		University & S/C Services	Career placement	Annually, recent graduates	Local survey instrument	Career Services	Results compiled and published
✓		University & S/C Services	ATE career placement	Annually, recent ATE completers and graduates	Workforce Services instrument	Career Services and Workforce Services	State report
		University/Unit	Employer attitudes	Occasionally, random employers of SUU graduates	SUU survey or employer survey	Career services & Academic departments (as per unit plans)	Accountability report and results reported for curricular change, as needed.

	Objective	Level of Assessment	Area for Assessment	Frequency & Target Audience	Tool/Database	Responsible Unit	Documentation & Use
✓	Planning, Costs & Benefits	University	Strategic planning	Every three years	Internal planning	President's office	Campus direction
✓		University	Campus master planning	Annually, campus & governing boards	Facilities planning	Facilities planning & President's office	Campus & USHE
✓		University	Legislative Biennial Assessment Report	Every two years, Utah Legislature	USHE survey and data	USHE Commissioner	Correlated with campuses
		University	Performance Indicators Report	Annually, USHE	Narrative report and data	Institutional research & Provost	Performance budgeting
✓		University & S/C Services	Budget Request	Annually, USHE	USHE forms	Budget office & President's office	Legislative budget materials
		University & S/C Services	Public perceptions	Every three years, general public and opinion leaders	Poll of public perceptions	Public Relations office	Opinion survey for campus use

	Objective	Level of Assessment	Area for Assessment	Frequency & Target Audience	Tool/Database	Responsible Unit	Documentation & Use
✓	Planning, Costs and Benefits (continued)	University	Technology needs	Every three years, campus community	Plan/surveys of computing needs	TLTR Committee	Campus direction
		University	Cost/benefit comparisons	Annually, campus instructional costs and productivity	Delaware National Study	Institutional Research	Peer comparisons
✓		University & S/C Services	Accreditation Self Studies	Formal rotations	NWASC & other accreditation formats	Units, Provost	Self evaluation and accreditation bodies
✓		University & S/C Services	Intercollegiate Athletics	Every five years, total program	NCAA Certification process	Athletics Department	Self evaluation and NCAA
✓		University	Physical facilities	Annually, campus data base	Space data base	Facilities planning	Campus report
✓		University	Space Planning (Q&P) model	Annually, USHE & campus	USHE report	Facilities planning	USHE report
✓		University	Capital Budget Plan and Request	Annually, USHE, DFCM and campus	DFCM narrative	Facilities planning	Building Board report
✓		University	Comparable Compensation Analysis	Annually, USHE and campus	USHE report	Human Resources	USHE/CUPA comparative report
✓	University & S/C Services	Cost Study	Annually, USHE and campus	USHE formats	Budget office	Campus & USHE report	

	Objective	Level of Assessment	Area for Assessment	Frequency & Target Audience	Tool/Database	Responsible Unit	Documentation & Use
✓	Planning, Costs & Benefits (continued)	University & S/C Services	Financial Report	Annual, governing boards	Standard financial statement	Business office	Public record
✓		University & S/C Services	CUPA reports	Annual, USHE & CUPA	CUPA format	Human Resources	Campus and CUPA
✓		University & S/C Services	Endowment Pool & investments	Quarterly, governing boards	Business office report	Business office	Trustees & Public record
✓		University & S/C Services	Continuing Disclosure Report	Annually, governing boards	Business office report	Business office	Trustees & Public record
✓		University & S/C Services	Financial ratios	Annually, campus administration	Business office report	Business office	Campus