



**OFFICE OF LEARNING OUTCOME ASSESSMENT**

**2020-2021 ANNUAL REPORT**

**HISTORY OF THE OFFICE AND  
STATUS OF UNDERGRADUATE PROGRAM ASSESSMENT**

**ANN DARLING  
MARK ST. ANDRÉ  
DONNA ZIEGENFUSS**

**JUNE 30, 2021**

## Outline

- I. Overview
- II. Deep Background
- III. Policy
- IV. Partnerships
- V. Website
- VI. Outreach, Communication, and Consulting
- VII. Assessment Tool Development
- VIII. Data and Dashboards
- IX. Values
- X. Learning Outcomes Assessment Workshops
- XI. Goals
- XII. Summary
- XIII. Appendix A – Narrative Summary of Status of Assessment in Departments

### **OVERVIEW**

During the 2020-21 academic year, one for the history books, the Office of Learning Outcomes Assessment was led by Ann Darling and staffed by Mark St. Andre and Donna Ziegenfuss (an Associate Librarian who is a talented assessment thinker and doer on campus). Donna is .20 FTE with our office. Mark and Donna have split up the colleges on campus to focus on but often help each other out with the work. Donna is an expert on putting programs through a curriculum mapping process. In general, Donna is working with the professionally-accredited colleges and Mark with the others.

**Mission** - Our charge is to consult with departments to make sure they are assessing their program level learning outcomes on a regular basis: specifically, that they are assessing their degree programs at least three times during the 7-year program review: two interim reports and one final 7-year report. Before the Office was officially created, Mark performed assessment tasks and roles for the UGS programs and for General Education as well as data liaison and analysis tasks for those wishing to access and use institutional and/or survey data in their analysis of their programs.

What follows is an explanation, for the benefit of new UGS leadership, of how the Office came to exist, and that discussion transitions into a report on what we have accomplished this year.

---

### **DEEP BACKGROUND**

After their 2015 site visit, NWCCU accreditors recommended that the University of Utah spend more resources on and implement learning outcomes assessment throughout the campus. This followed a previous accreditation finding that also recommended an improvement related to assessment. In response to these ongoing recommendations, our Senior Academic Vice President at the time, Ruth Watkins, asked Ann Darling and Mark St. Andre to create the Office of Learning Outcomes Assessment (LOA). We were already running the Office of General

Education, so we added LOA to our portfolio of work and proceeded to set goals and plan how to manage the scope of this work.

---

## **POLICY**

One of the important early development, in 2016 and 2017, was the creation of an Academic Senate subcommittee that Ann and Mark were invited to join. This subcommittee was formed for the purpose of updating the University's policy on curriculum management to include statements about the need for programs to conduct learning outcomes assessment twice during their existing 7-year program review cycle.

Through Ann's great leadership, the subcommittee developed additions to our existing curriculum management policy. This update required two interim learning outcome assessment reports from programs during the 7-year program review cycle. The update was approved by the Academic Senate in Spring 2017 and this gave the new Office of Learning Outcomes Assessment (LOA) the directive it needed to begin working with colleges and departments to get assessment adopted more comprehensively throughout the University. The text of the update can be accessed here:

<https://regulations.utah.edu/academics/6-001.php>: Policy 6-001: III.A.2.b.ii.c.2.a.  
but the relevant part of that policy reads as follows:

2. The curricula management plan shall include a schedule of procedures for periodically reexamining all curricula over which the unit has primary responsibility.
  - a. The schedule shall provide for (i) **a thorough review of every credentialed academic program** (degree, major, minor, emphasis, certificate, or other such academic program of study), **on a review cycle of no more than seven years, and two interim summary program learning outcome assessment reports within the seven-year cycle (ordinarily in the 3rd and 5th years).**

---

## **PARTNERSHIPS**

LOA began their work by meeting with the Center for Teaching and Learning Excellence (CTLE) in order to determine where the work of LOA would begin and end relative to CTLE's work with faculty. CTLE's consultants work with faculty to write and implement learning outcomes for their courses, so we established a partnership in which our work would be at the program level and theirs at the classroom/faculty level. We believe this has worked out well.

---

## **WEB SITE**

We also worked with one of CTLE's consultants to design our first web site (<https://ugs.utah.edu/learning-outcomes-assessment/index.php>) so it had helpful materials

and articles on writing learning outcomes, identifying appropriate evidence, analyzing it, and reporting on it. The web site has grown since then to include:

- Examples of and templates for assessment plans (<https://ugs.utah.edu/learning-outcomes-assessment/assessment-plans.php>)
- Examples of assessment reports (<https://ugs.utah.edu/learning-outcomes-assessment/completedReports.php>)
- Presentation materials from the faculty-led learning outcomes assessment workshops we do each semester (now presented interactively in a Canvas course - <https://utah.instructure.com/courses/624829>)
- Links to information about tools we have developed in house that interact with our curriculum and course management systems and make it easier for faculty to engage with assessment. (<https://ugs.utah.edu/learning-outcomes-assessment/webtools.php>).

**Learning Outcomes Assessment**

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

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

**Assessment Cycle**

- Ratify/Revisit Outcomes
- Identify Evidence (Assignments from Courses)
- Collect Data
- Analyze/Interpret Data
- Draw Conclusions & Write Assessment Report

[Learning Outcomes Assessment Workshop Series: 2018 - present](#)

Click [here](#) to see a list of the seven workshops we have held and the materials from 32 presentations from faculty.

Click [here](#) to be taken to a Canvas course where you can view and enter into discussions about each of the presentations.

[Assessment Web Tools and the Learning](#)

## OUTREACH, COMMUNICATION AND CONSULTING

The next step LOA made was to meet with the dean of the College of Social and Behavioral Sciences (CSBS), Cindy Berg. We did this because we knew there was already some good assessment work going on in the College, and we believed there was a willingness from the dean to get all of her departments started. After this we scheduled meetings with CSBS's department chairs and began talking to them about their programs' learning outcomes and their plans to assess them.

After this initial meeting we designed a communication plan to reach out to the rest of the departments in the University to learn about their assessment practices and to inform them of

the updated policy related to learning outcomes assessment. We decided that the best thing to do would be to write to the department chairs in the summer before the 3<sup>rd</sup> and 5<sup>th</sup> year of their 7-year program review cycle and to those who were a full year from their 7-year program review.

We have been doing this communication in the summer and holding these meetings every fall since then. In those meetings we talk about what they have done with assessment and let them know about the new policy. The nature of the meetings is diverse, and ranges from departments who don't know what their outcomes are (this has become very rare) and those who have fully formed assessment plans and/or those who are doing plenty of assessment because they are professionally accredited.

**2020-21 Outreach Results**– Both last year and this year we have touched base with every department who had a 3<sup>rd</sup>, 5<sup>th</sup>, or a 7<sup>th</sup> year report that was due. Last academic year we received 20 out of 27 (74%) of the 3-, 5-, or 7-year reports that are required by policy and this was a bit lower than the year before, in part impacted by the pandemic which shut us down in early March. This year we have 33 reports due and 15 of these reports are turned in but we fully expect to get another 11 by June 30 or just afterward, bringing our total to 26, which will be a 79% success rate.

It would be easy to use the pandemic as an excuse for again not getting 100% of these reports turned in. The truth is that a majority of the reports that are due but not turned in (five of them) are from the Medical School. We have only very recently (late last year and this academic year) been in touch with them about assessment. Prior to that time we did not have the bandwidth to also reach out to the Health Sciences campus. However, we are less worried about the Medical School than we would be with other colleges because they are professionally-accredited by the Liaison Committee on Medical Education (LCME). We simply need to get in touch with the right people so we can get copies of the assessment section of their LCME accreditation reports, which we don't foresee problems getting done.

---

## **ASSESSMENT TOOL DEVELOPMENT**

Soon after we began meeting with the first college we worked with, Social and Behavioral Sciences, in 2017 or so, we identified one challenge that we thought would be relatively universal among faculty: finding the time to do the leg work that is necessary in order to do assessment using direct evidence of learning. The classic example I use is Political Science, who quickly developed an assessment plan and it required that they pull 100 papers – 20 from each of five 5000-level courses that all majors must take at least one of. They then took those assignments and distributed them to two reviewers each who evaluated them with a rubric that measured each of their five learning outcomes. If two reviewers didn't agree on most of the criteria then the review went to a third reviewer. The problem was that they were doing most of this distribution of assignments manually and it was taking a considerable amount of time for the faculty and staff.

At the same time, we had an RFP out for a new curriculum management system for the University. We knew we needed to store our learning outcomes in a place where it could connect to the curriculum and help facilitate assessment. So, we asked a lot of questions during those RFP presentations about learning outcomes, assessment, and application programming interfaces (API's) that would allow us to access these outcomes for other purposes.

The selection of Quali CM, which has open API's that would suit our needs, set the stage for the development of two tools that would greatly improve the efficiency of identifying assignments and presenting assignments for assessment.

**Tool 1: *The Associator*:** A very ominous and Orwellian name for a very simple application. It is an LTI tool (Javascript, I believe) that can be installed in a Canvas (our course management system) course. When opened, the Associator shows you the outcomes for whatever program your course is a part of (BA, BS, MS, Ph.D. as well as General Education). The course below from LEAP has the LEAP program outcomes listed but you can also see that the Gen Ed program is listed. If you were able to scroll down you'd see the Gen Ed outcomes and those of one of the Engineering Departments' outcomes because LEAP is required as part of that program.

### Learning Outcomes Associator Tool Inside a Canvas Course

The screenshot displays the Canvas LMS interface for a course titled "LEAP 1501-002 Fall 2018". The sidebar on the left contains navigation options: Account, Admin, Dashboard, Courses (highlighted), Calendar, Inbox, Commons, and Help. The main content area shows the "Associate Outcomes" tool. At the top, it says "Associate Outcomes" and "Associations for this course". Below this, a message states "Association successfully added". The "Program Outcomes" section lists three outcomes, with the first one, "Develop a community that anchors them to campus - LEAP", highlighted in a red box. The "Assignments" section lists six assignments, with "Homework-2: Social Science Methodology" highlighted in a red box. A "General Education Outcomes" section is visible at the bottom of the main content area.

You can see in the clip above that Seetha (who teaches this LEAP course) has made an association between Homework 2 and the first LEAP outcome. Those two simple clicks store an association between that outcome and assignment in a database which is then used by the next application.

**Tool 2: *The Reviewer*** (equally unimaginative, but functional name). The Reviewer allows the user to set up and complete an assessment of a learning outcome: soup to nuts. You navigate to your program using the drop downs, pick the learning outcome you want to assess and the time period you want to select from, and the program will show you the courses where associations have been made with that outcome during the selected semesters.

There is plenty more detail to give about how it works, but essentially the user can then indicate how many assignments she wants to pull, can look at the assignments to make sure they are what she thinks they are supposed to be, build a rubric (or import one that was previously made), assign faculty reviewers, and save the assessment. Upon saving the assessment the faculty reviewers will get an email with a link to a Review page in the Reviewer that will show them the assignments they need to assess and give them an interface for doing so using the rubric that was built. At the end, the Reviewer will show graphs summarizing scores from the assessment. Here are some selected screenshots:

### Learning Outcomes Reviewer Application – Standalone Web Site

Name  
History Demo

Select College  
College of Humanities

Select Department  
History

Select Program  
HISTBA - History

Select Semester(s)  
All Semesters

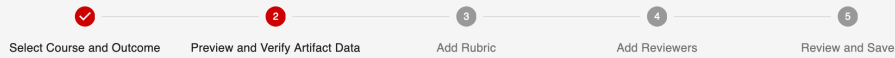
Select Outcome  
Evaluate debates among historians by identifying the ways in which questions about race, gender, class, ...

Assignment Selection Type  
Random  Select Low, Medium, and High Assignments

Artifacts  
6

# Artifacts per Reviewer  
2

Selected	Course Name	Course Code
<input checked="" type="checkbox"/>	HIST 3100-001 Fall 2019 Historian's Craft	HIST 3100
<input checked="" type="checkbox"/>	HIST 3100-001 Spring 2019 Historian's Craft	HIST 3100
<input checked="" type="checkbox"/>	HIST 3100-001 Fall 2018 Historian's Craft	HIST 3100
<input checked="" type="checkbox"/>	HIST 3100-001 Fall 2020 Historian's Craft	HIST 3100

[BACK](#) [NEXT](#)

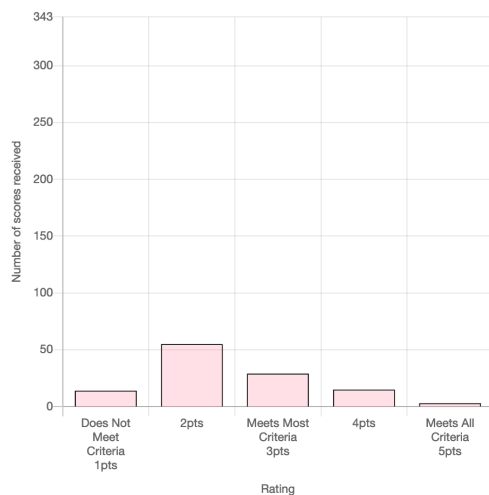
Course Code	Course Name	Assignment Name	Artifact ID	Artifact	Swap Artifact
HIST 3100	HIST 3100-001 Spring 2019 Historian's Craft	Final Research Proposal	142530534	<a href="#">VIEW ARTIFACT</a>	↔
HIST 3100	HIST 3100-001 Fall 2018 Historian's Craft	Final Research Proposal	127946276	<a href="#">VIEW ARTIFACT</a>	↔
HIST 3100	HIST 3100-001 Fall 2019 Historian's Craft	Final Research Proposal	159734395	Unknown Submission Type	↔
HIST 3100	HIST 3100-001 Fall 2020 Historian's Craft	Revised Final Version of Research Proposal	204659840	<a href="#">VIEW ARTIFACT</a>	↔
HIST 3100	HIST 3100-001 Spring 2019 Historian's Craft	Final Research Proposal	139897494	<a href="#">VIEW ARTIFACT</a>	↔
HIST 3100	HIST 3100-001 Fall 2020 Historian's Craft	Revised Final Version of Research Proposal	204659844	<a href="#">VIEW ARTIFACT</a>	↔

### Criterion Totals

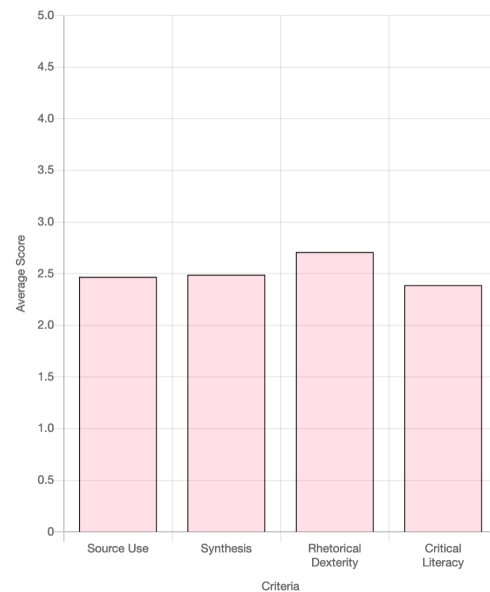
Select Criteria

Source Use

#### Source Use



### Criterion Averages



**Assessment Tool Usage: 2020-21** – During the 2019-20 academic year we had seven departments who used this tool to do their assessment of learning outcomes and this year an additional five. There is nothing that requires them to use these tools: we developed them so they could help those departments who needed them. Many departments have their own tools for these purposes that are more suited to their needs.

One of the more significant additions we've made to the user group this year is Electrical and Computer Engineering, who are using the tool to prepare for their ABET accreditation site visit this upcoming year, 2021-22. We have made several changes to the tools in response to their



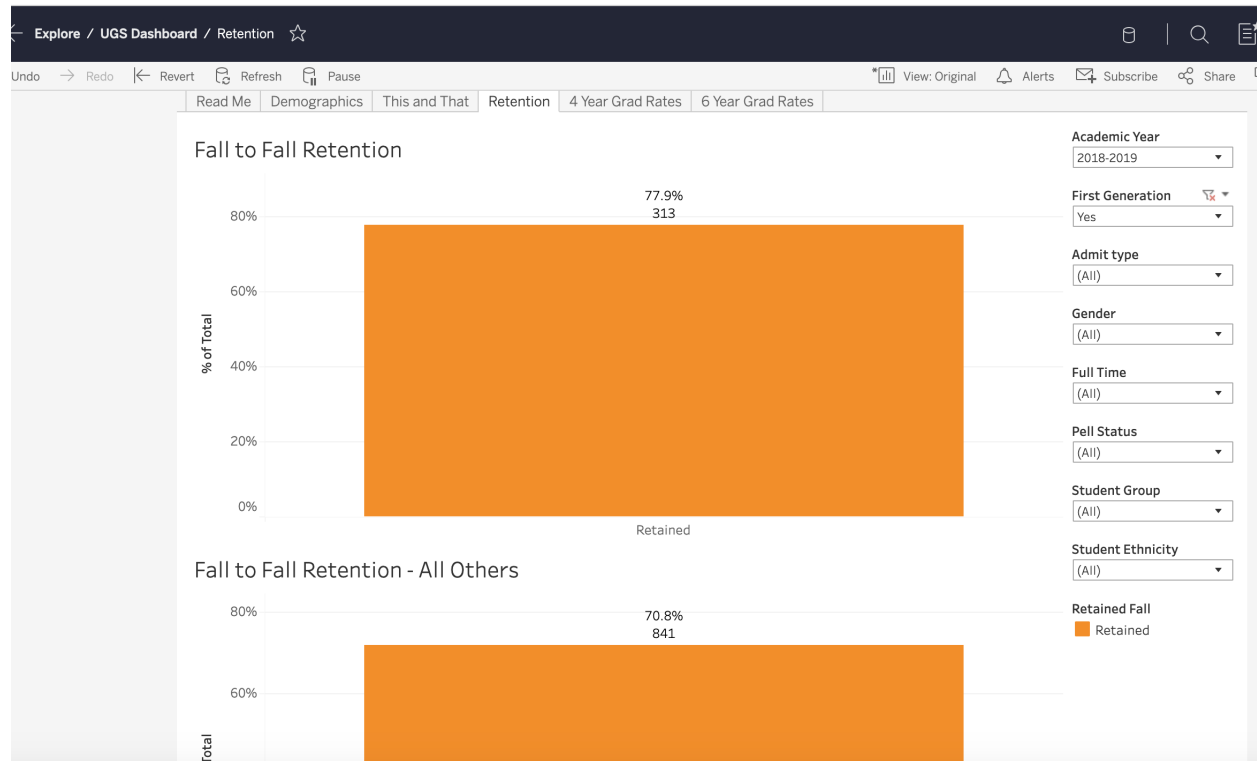
needs and will likely be making more. The potential for supporting more Engineering disciplines in their preparation for ABET is exciting. This development is also helping to build our relationship with the college as a whole and, as a result, we expect to get better participation from them for our 3<sup>rd</sup> and 5<sup>th</sup> year report requirement.

---

## DATA AND DASHBOARDS

Our office is the liaison to the Office of Budget and Institutional Analysis on campus and, as such, we are typically very involved in requests for data from that office. There is a lot of good history between our organizations, which has resulted in quite a few analyses for UGS organizations, many of which Mark has taken to conferences (see References). The most significant effort we worked on was a matching study (propensity score matching, essentially) on the effectiveness of the LEAP program that we did with the leaders of the LEAP program at the time, Carolyn Bliss and Jeff Webb. This was published in the Journal of General Education (Bliss, Webb, St. Andre, 2012).

Since then, we have made many data requests and, as with many institutions, a lot of our data tracking and requests are being turned into dashboards so they are interactive and more useful to the end user. Here is a clip from the First-Year Learning Community dashboard, which is the most recent one we have been working on.



## VALUES

We had two realizations early on that have been central to how we do our work. First, we did not want to be perceived as the cops - assessment police who were enforcing a policy. Instead,

we wanted to be the coaches that helped departments achieve assessment for the reasons that are important – helping students get the knowledge, skills, and dispositions that they wanted them to have when they graduated. We have done this by being, as much as possible, partners in this work, and being careful communicators. As a communication expert Ann’s leadership in this area has been monumental. It helps that a lot of the people we were reaching out to were the same as those we worked with on General Education, so we already had a lot of good relationships in place.

The second realization we had was that we couldn’t do this alone and no one would listen if it was just us talking anyway. At the same time, we knew that there was plenty of existing assessment expertise embedded in the departments, which we had become aware of from having managed General Education for many years. So, we developed the idea of hosting a learning outcomes assessment workshop each semester that featured faculty doing presentations about the design, implementation, and analysis of their learning outcomes assessment plans.

---

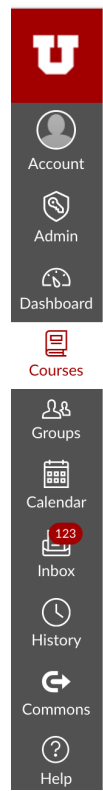
### **LEARNING OUTCOMES ASSESSMENT WORKSHOPS**

The format for these workshops has remained the same, with four presentations from faculty and questions from the audience over a 90-minute lunch period, during which we feed everyone who shows up. Our first workshop was in the Spring of 2018 with 20 participants and it has grown to 75 virtual participants in the Spring of 2021. All of the presentations from these workshops can be found on a Canvas course page we have designed that resides here: <https://utah.instructure.com/courses/624829>. [if you have trouble signing up for that course and being admitted, please let me know]

We believe these workshops have begun to shift the culture of assessment on our campus in a way that simply writing and passing a policy and ordering departments to submit yearly reports could not. While some faculty present amazing, comprehensive, and well-researched and thought-through plans and reports, other faculty present the realities of doing assessment work - how they struggle with writing learning outcomes and an assessment plan, getting faculty to approve them, and then figuring out a way to implement the plan.

Through these presentations, workshop attendees get ideas, realize they aren’t alone in the struggle, but also see the valuable information that is produced through the process. They also get to know others who are doing this work, and reach out to them for ideas. We believe the workshops are where the culture is starting to emerge. We cannot possibly report on all of the connections and conversations that these gatherings have led to. However, here’s an example: I know that the chair of Philosophy heard an idea presented by the dean of Mines and Earth Sciences in a workshop in 2018 and proceeded to use a similar format for the design of their own assessment plan which they are now using regularly.

# Learning Outcomes Assessment Workshop Canvas Course



U

Account

Admin

Dashboard

Courses

Groups

Calendar

Inbox 123

History

Commons

Help

Non-Semester Based

Home

Announcements

Assignments

Discussions

Grades

People

Pages

Files

Syllabus

Outcomes

Quizzes

Modules

Collaborations

Chat

Media Gallery

Attendance

My Media

Office 365

Admin

Dashboard

Courses

Groups

Calendar

Inbox 123

History

Commons

Help

## Office of Learning Outcomes Assessment Workshops

Edit

### Welcome to the Office of Learning Outcomes Assessment Workshops Canvas Page!

Click below to find the agenda and presentations from our most recent workshops and search by discipline for presentations from past Learning Outcomes Assessment workshops.

The links will take you to a discussion page where you can view videos and/or slide decks and contribute to a discussion. Enjoy!

#### March 11, 2021: Spring Learning Outcomes Assessment Workshop Presentation Videos and Discussion

Expand All Collapse All

- 11:35: Mark St. Andre, Ph.D. ; Update on Office of Learning Outcomes Assessment Tools and Accreditation
- 11:45: Natasha Seegert, Ph.D.; Department of Communication
- 12:05: Sydney Cheek-O'Donnell, Ph.D.; Department of Theatre
- 12:25: Donna Ziegenfuss, Ed.D.; Marriott Library, Office of Learning Outcomes Assessment
- 12:40: Megan Judkins, MS; Genetic Counseling Program, School of Medicine

#### Search All Learning Outcomes Assessment Presentations by Discipline

Click on the discipline tabs below to search all assessment presentations by discipline:

Expand All Collapse All

##### Fine Arts

- [Beth Krensky - Art and Art History Assessment; Fall 2018](#)
- [Kelby McIntyre - College of Fine Arts Assessment: Spring 2020](#)
- [Andrew Nelson - Department of Film and Media Arts: Fall 2020](#)

- Health Sciences
- Humanities
- Mines and Earth Sciences
- Sciences
- Social and Behavioral Sciences

Announcements 

Assignments 

Discussions

Grades

People

Pages

Files

Syllabus

Outcomes 

Quizzes 

Modules

Collaborations

Chat

Media Gallery

Attendance



Kelby McIntyre - College of Fine Arts Assessment: Spring 2020

MARK ST. ANDRE

[All Sections](#)

View the presentation here and provide comments and questions below. Thank you!



## SUMMARY AND GOALS

Overall, we feel as though we have had a good couple of years. We have gotten many departments engaged in assessment who weren't already and we are making useful material available to all through our workshops, Canvas courses, and website. The awareness of the policy on interim learning outcome assessment reports has increased significantly. With new leadership it feels as though it's a good moment to stand back and look at everything we have done related to data, assessment, and analytics and re-examine the overall goals and approach of the office. In a sense we should close the loop on our own program by looking at what we have done and what needs to change, which is what we coach programs to do that we consult with. My hope is that we can increase the amount of useful data we can access and make available to our programs for assessment, which will help them make even better decisions for their students. Our big goals for this upcoming year are the following:

1. We will enthusiastically continue our **Learning Outcomes Assessment Workshop** series this fall and next spring. For this fall we already have two acts booked: *Jared Rawlings*, Associate Director of Music will present Music's 5<sup>th</sup> year assessment report which will include some innovative methods related to judging their musical juries; *Jeanine Stefanucci* will present about Psychology's 3<sup>rd</sup> year assessment report and new methods they used this year as well. I have invited colleagues in Engineering and UGS and am waiting for replies, but either way, we will have four presentations.

2. We would like to **expand the workshop series** to do a miniature one for the departments in **Undergraduate Studies**. I am envisioning something like a couple of Brown Bag lunch meetings in which UGS departments present their assessment ideas, results, or both. Assessment in UGS has primarily happened in our UGS portfolio groups, which have done an amazing job of bringing like-minded organizations together to talk about data and assessment. Now that they have done that successfully it's time to put some of those assessment ideas into practice and only some organizations have done this so far. To be discussed.
3. We want to (and already are) forming an **Assessment Advisory Board** for this upcoming year. The goal of the Board will be to spread the word and legitimize the expectation (and policy requiring) two interim learning outcomes assessment reports during the 7-year program review cycle. The Board will also help us to identify more individuals in the faculty who are doing interesting work and could present it at our workshops and spread that good practice to the rest of campus.

The Board will, for the most part, have two representatives from each major college. We are hand-picking Associate Chairs or Curriculum Committee chairs or others who are actively engaged in assessment work and are great models/examples for other faculty in the college. I am also asking an Associate Dean (or like) person from most colleges to join as well so that the work, examples, and methods talked about on the Board will spread to other members of the Associate Dean's college and so that assessment conversations are happening in the College Deans' offices around campus. We are mostly done with inviting these individuals to the Board, with maybe a couple more additions to follow. We are about to start trying to identify a date for us to meet this fall.

4. We should improve our capacity related to **querying Student Data Warehouse data** so we can perform analytics on and/or get those data to our programs more efficiently than we have in the past. Mark sits on the SDW Management Committee and is the "Super User" for UGS, but is the only one in UGS with this access. While he *loves* doing this work, he has not found the time to get facile enough with the querying interface so we can turn these requests around more quickly, and explore the capacity of connecting to those data more fully.

We are having quite a few conversations about wanting to do more sophisticated analyses of data so we can make more valid claims about the effectiveness of our programs. We have some history of this (see the published LEAP study) but it would be nice to pursue these kinds of analyses more regularly with more of our departments.

5. We should be **presenting and publishing more at conferences** to spread the word about the good work (we think) we are doing in Assessment but, more importantly, to be paying attention to what others are doing whom we can learn from. We are doing two panels and one individual presentation at the IUPUI Assessment Institute this October and Mark is representing the U at the Utah System of Higher Education's "What is an Educated Person" Conference on a panel about closing equity gaps in big gateway

General Education courses, also in October. The shift toward doing a lot of conferences virtually will only help our ability to do this much more cost-effectively.

6. We will be preparing the University for the **2022 NWCCU accreditation** site visit. We are aware that there are new accreditation requirements, but we know the assessment requirement will remain and we know there are quite a few expectations related to assessment for us because of the previous recommendations we have received from NWCCU. So, we are sure we will play a role, as we usually do, in preparing for that report and visit.
7. In August 2020 we started a conversation with assessment colleagues at other PAC-12 institutions and we called that group the **PAC-12 Assessment Forum**. We have had three meetings. You can read about the content of those meetings on this Canvas course: <https://utah.instructure.com/courses/631824>. We even invited the members of the forum to attend our Spring 2021 workshop, which two of them did.

In our last conversation in Spring 2021 I proposed to the Forum that we run an intercollegiate series of workshops by discipline this upcoming year (because it has been successful at the U) but that has not been fully planned as of yet. One of our goals is to figure out more specifically what the goals are for this group. That is not meant to be code for “Maybe we should shut it down.” There are some great members of this group and we have had interesting conversations and I think it could benefit all of us to continue. Bringing more of the Vice Provosts/Presidents into the conversation might help elevate the conversation and the vision. I also think maybe starting a similar conversation among the AAU universities (some of whom are also in the PAC-12 group, obviously) would also be interesting because I don’t think one exists.

8. **New Office Leadership, Name:** Starting on July 1 the leadership for the Office of Learning Outcomes Assessment (LOA) has been turned over to Mark St. André. The goals for LOA listed here are ones I have developed but owe as much to Ann Darling as they do me. Whatever this Office might claim to have accomplished has happened because of the honesty, mutual trust, and productive partnership we have had for 10 years.

I am sensitive to the fact that our new Associate Vice President will definitely have ideas for additional ways in which we can be of service to the goals of Undergraduate Studies and the University and I am very excited to hear what those are and working on them together. The web sites and materials I have received already are very interesting and it’s inspiring to think of all the things we can do.

9. **Website:** One thing that already needs drastic improvement and that will need additional work because of the Office’s expanded focus/vision is our website. It was built with old templates that now seem dated and I believe our new AVP and I are on the same page in terms of wanting to better represent all of the work that this office has done.

Right now, the page is solely focused on the details, reports, plans, policy, and materials related to Learning Outcomes Assessment. The office is involved in many other efforts on campus related to data that are not really represented anywhere, such as:

- A variety of ad hoc reports and data analyses over the past 16 years
- Conference presentations and posters
- Dashboards for various high impact programs
- Administration of the UGS portion of the U's survey license (Qualtrics): we train new users on the software so we should have a web presence related to that
- Representation on several data management efforts on campus that are relevant to UGS including the Integrated Student Team (IST), Student Data Warehouse (SDW) Management Team, and the recent Student Pathway Data Architecture and Analytics Team that the Information Technology VP has formed and invited Mark to serve on.
- Data from the National Survey of Student Engagement, that could be made more accessible to users through a dashboard.

We began a re-examination and a scoping activity for redoing our web site with Jim Agutter and Brandon Marshall. I have let them know that we might want to shift the focus based on the office having a slightly different/wider focus.

## **SUMMARY**

Thank you for the opportunity to share this detailed history of our office. I would never write an annual report this long normally but wanted the new leadership to have a good sense of the range of activities we are involved in and what we are thinking about for the future. I can't wait to get started on these ideas.

I have not included the Appendix that I mentioned earlier in the document because it would have taken this report from 15 to 25 pages and that's too long. The Appendix is a narrative of our current knowledge about what is happening in each department related to assessment and eventually we want to also add an example of a conclusion or finding that the program has drawn from their assessment findings and, if available, what they are doing about it. This is typically what accreditors are looking to see at the end of an assessment cycle.

The Appendix is being updated regularly in a Google doc and we are happy to show it to you at any time. I've included just a snippet from the College of Social and Behavioral Sciences so you see what it entails, but even that doesn't have all of the conclusions in it yet.

Please let me know if you have any questions. Thank you!

Mark St. Andre

[mark.standre@utah.edu](mailto:mark.standre@utah.edu)

o: 801-585-9876

c: 801-898-3858

## References

- Bliss, C., Webb, J., & St. Andre, M. (2012). "The impact of the University of Utah's LEAP program on student performance. *Journal of General Education*, 61(1), 39-58.
- Hayes-Harb, R., M. St. Andre & M. Shannahan (2020). Assessment of undergraduate research learning outcomes: Poster presentations as artifacts. *Scholarship and Practice of Undergraduate Research (SPUR)* 3, 4, 55-61.
- Jones, N., Safman, T., Gallegos, J., Hinton, D., Barreiro, M., Debenham, K., and St. Andre, M. "Utah's Faculty-Built General Education Transfer, Articulation, and Assessment System." 4<sup>th</sup> Biennial Conference on Articulation and Transfer, Tempe, AZ, 2007.
- St. Andre, M. "An Interactive Web Site for Improving the Quality of General Education Course Review." *Association for General and Liberal Studies National Conference, Indianapolis, IN, 2006.*
- St. Andre, M, and Bliss, C. "Measuring the LEAP: Assessment Initiatives for a Freshman Learning Community." *Association for General and Liberal Studies National Conference, Indianapolis, IN 2006.*
- St. Andre, M. and Webb, J. "LEAP Assessment: The Evolution of an Approach." International First-Year Experience Conference, Dublin, Ireland, 2008.
- St. Andre, M. "Women Make the Difference: The Relationship Between High-Impact Program Participation and Retention." Students in Transition Conference, St. Louis, MO, 2011.
- St. Andre, M. "University of Utah Study Abroad Students' Persistence and Performance." International Education Summit, Salt Lake City, UT, 2011.
- St. Andre, M. "A Psychometric Study of the University of Utah's Student Course Evaluation System." Association for Institutional Research Conference. New Orleans, LA, 2012.
- St. Andre, M. "Five Things Our Transfer Students Are Telling Us in the Graduating Student Survey." Students in Transition Conference. Denver, CO, 2014.
- St. Andre, M. "Understanding Factors Associated with College Students' Sense of Belonging." Invited talk at University of Utah Undergraduate Studies Retreat. Fall 2015.
- St. Andre, M. "A New Method of Evaluating Instruction in Higher Education." Public Ph.D. Dissertation Presentation and Defense, University of Utah, 2016.
- St. Andre, M. "Developing a Student Learning Outcomes Assessment Application." Kuali Days Higher Education Technology Conference. Austin, TX, November 2017.
- St. Andre, M. "Managing Our General Education Experience." Kuali Days Higher Education Technology Conference. San Diego, CA, November 2018.



**APPENDIX A - SUMMARY OF LEARNING OUTCOMES ASSESSMENT IN THE ACADEMIC DEPARTMENTS**  
**[ONLY ONE COLLEGE IS REPRESENTED HERE FOR LENGTH PURPOSES]**

A couple of years ago we built a web site that included a table that lists all departments on campus and a 7-year window of time and text to indicate where each program's 3- and 5-year interim assessment report and 7-year program review are scheduled to occur. We did this in order to track where all departments were in terms of implementing the new 3- and 5-year assessment policy. That website is here: <https://ugs.utah.edu/loa-matrix/index.php>.

The name of each department is a link to their assessment plan and the text in each of the respective cells is a link to their 3- or 5-year interim assessment report, or the assessment section of their 7-year program review.

This Appendix is a very long narrative summary of the assessment activities for each of the departments on campus, organized by college. This is stored on a Google doc that we are updating regularly. Where in some cases the table on the above website does not show a recent report where there should be one, this summary will provide some background and context that may be helpful to understanding what progress has been made in that area.

### **College of Social and Behavioral Sciences**

#### **Anthropology**

Anthropology is scheduled to have a 3-year report complete this year, but I don't believe they will. They had planned to do an end of year poster session by their majors in Spring 2020 which they were going to use to assess their outcomes. This didn't happen because of COVID, and soon after that time the person responsible for their assessment changed. I am reaching out to the new person to find out if any assessment work happened but so far I have been unsuccessful. The last I heard they were trying to get their faculty to approve a new assessment plan and/or outcomes that they had developed.

#### **Economics**

Econ has been a very reliable producer of assessment reports thanks to the dedicated work of Rudi Arnin, so I fully expect we will have a report from them, as scheduled, at the end of June 2021 [And we did, as I edit this on June 30, get their report today].

#### **Family and Consumer Studies (changing to Family, Community and Human Development)**

FCS has a 5-year report due this June 2021 and I have been told that they have collected and are working on it and will have one for me. The leadership around assessment changed over the past year as the previous faculty person (Russ Isabella) retired, but the new person, Daniel Carlson has been communicating with me about their intentions for assessment this spring.

Update June 21, 2021: I have a preliminary 5-year report, which is quite good and actually has too much detail to publish right now. It includes the questions they embedded in exams to measure some of their outcomes and they clearly do not want us to make that public because they will be re-using some of those questions/exams. They will finalize that document without

that information and send it back to me. Daniel Carlson is moving to a new position, so Zhou Yu is taking over as Director of Undergraduate Studies.

June 23: I have an updated version of this report now

Findings: There are plenty of findings to share. Here is an example. After collecting reflections for the community and sustainability outcome, one instructor said, when asked what she would do differently to achieve the outcome: “I would add a part of the assignment to interview someone who was a participant in the program. This addition could help the student to think about outcomes and participants' lived experiences. While this assignment is a good overview, there is potential for deeper dive into the function of community programs in the lives of young children. Another addition to further learning could be for students to present their community programs to the class for questions and group reflection.”

### **Geography**

Timothy Collins from Geography presented at our Fall 2020 LO workshop on Geography's assessment progress (see: [https://utah.instructure.com/courses/624829/discussion\\_topics/3945270](https://utah.instructure.com/courses/624829/discussion_topics/3945270)) which they reported on in their 3-year report in 2019-20. Geography is one of the departments on campus that employs an assessment approach that embeds questions in exams through multiple courses and uses those data to inform their outcomes. If done right, this method can work well and it has for Geography.

### **Political Science**

Political Science, led by Ella Myers, completed a 5-year report on the assessment of some of their learning outcomes this year (2020-21). They used our Assciator and Reviewer tools and gave us good feedback on ways we could improve them.

Their 5-year report revealed a couple of things about their assessment process and the selection of assignments that will improve their process the next time around. They have also been very consistent with their participation in assessment and our workshops.

### **Sociology**

We have also had good assessment participation from Sociology, going back to 2016-17, when they submitted a report on their outcomes before we were even calling them 3- or 5-year reports. Wade Cole and Claudia Geist then proceeded to do a presentation at our Fall 2018 workshop (see: [https://utah.instructure.com/courses/624829/discussion\\_topics/3521128](https://utah.instructure.com/courses/624829/discussion_topics/3521128)) and we expect to see a 3-year report from them in this upcoming year (2021-22).