

Student Success Portfolio Team Outcome Assessment

The following definition of student success guides this assessment:

Student success at the University of Utah manifests in students who are able to identify and complete their academic goals in a manner consistent with their unique life circumstances and experiences, and who emerge from the institution with an increased capacity for:

Engaging in meaningful work and providing for themselves

Recognizing, honoring, and understanding differences and confidently communicating across differences

Successfully and actively participating as citizens of an increasingly global and politically complex world

Enhancing personal growth, professional development, and practical skills to nurture and practice lifelong learning

Collaborating with and learning from others in the communities in which they live, work, and serve

Toward these ends, the Student Success Portfolio identified learning outcomes for each of these four goals. Below, we report on the achievement of these outcomes utilizing data from numerous University of Utah sources.

Goal 1: Students will engage in meaningful work and provide for themselves

Learning Outcome 1: Students will gain an understanding of how what they are doing in college relates to what they want to do in the future

To measure our progress on this goal, we utilized 2018 National Survey of Student Engagement (NSSE) data around internship participation. The data indicate that 56% of University of Utah engaged in internships or field experiences, 16% plan to engage internships or field experiences, 7% have not decided, and 20% do not plan to engage in these types of experiences.

Table 1 illustrates participation in internships or field experiences by demographic characteristics. These data indicate that traditional-aged, white, continuing generation students who live on campus are most likely to participate in internships or field experiences. There is a clear need to consider how to encourage more students of color and first-generation students to participate in these experiences. As we move forward, we need to ensure more diversity in these participation rates.

Table 1: Participation in Internships or Field Experiences by Demographic Characteristic

Characteristic		Percent of Participants
Sex		
	Female	59%
	Male	53%
Race/ethnicity or international		
	AI/AN	
	Asian	57%
	Black/African American	
	Hispanic/Latino	50%
	NH/PI	
	White	59%
	Other	
	Foreign/Non-Resident Alien	50%
	Two or more race/ethnicity	52%
Age		
	Traditional (FY<21; SR <25)	64%
	Non-Trad (FY 21+; SR 25+)	43%
First-Generation		
	Continuing generation	60%
	First generation	48%
Enrollment status		
	Not full time	45%
	Full time	60%
Residence		
	Not on campus	55%
	On campus	76%
Major Category		
	Arts & Humanities	47%
	Biological sciences, agriculture, natural resources	59%
	Physical science, math, computer sciences	53%
	Social sciences	45%
	Business	56%
	Communications, media, public relations	51%
	Education	100%
	Engineering	72%
	Health professions	60%
	Social service professions	81%
	Undecided/undeclared	

Learning Outcome 2: Students will be able to articulate the value of their college degree

For this outcome, we plan to add a question to the Graduating Senior Survey and dig deeper into the 2018 Exceptional Educational Experience (E3) to look for indicators that students understand the value of at University of Utah degree. We will also work with the Alumni Association to see if they have data that will help illustrate our progress on this outcome.

Learning Outcome 3: Graduates will be engaged in satisfying and meaningful work, or in further education

We used the 2018 University of Utah First Destination Survey to provide data for this outcome. When asked about their employment plans, 36.8% of graduates planned to be employed full-time, 2.1% planned to be employed part-time, 10% planned to be in continued education, and 46.2% didn't know their plans.

For those who were employed after graduation, 45.6% had accepted new employment, 27.7% were continuing with employment they had prior to graduation, 1.6% indicated that they were entrepreneurs or self-employed, 2.8% were engaged in a post-graduate internship or fellowship, and 20.1% were still searching for employment.

Ten percent of students surveyed indicated they planned to continue their education. Table 2 illustrates the types of continuing education graduates intended to engage in.

Table 2: Degree Level for Continued Education

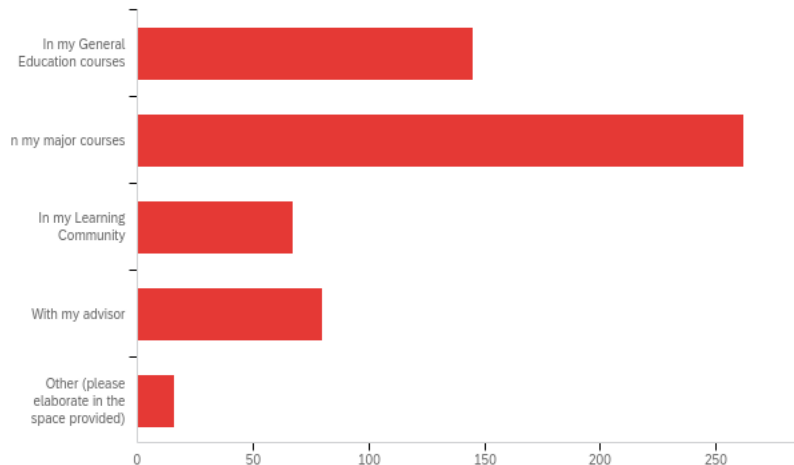
Degree	Admitted	Not Admitted
Doctoral	13%	4.8%
Masters	30.5% ¹	12.1%
Bachelors	1%	Less than 1%
Professional Degree	10.5%	9.3%
Unknown	Less than 1%	16.2%

Goal 2: Students will recognize, honor, and understand differences and confidently communicate across differences

Learning Outcome 1: Students will develop the capacity to make connections across disciplines, experiences, and perspectives

The 2018 research conducted as part of the Exceptional Educational Experience (E3) indicated that students desire these types of connections and that in some cases they are finding these. In the E3 survey, students who indicated that connections between their courses contributed positively to their experience at the U, noted specific places this occurred. Figure 1 illustrates this.

Figure 1: Locations for Connections Across Classes



In the “Other” category, students listed extracurricular experiences, including internships, student clubs and organizations, community involvement, and their work experiences as places where these connections were made.

Learning Outcome 2: Students will engage in processes that facilitate personal growth

The 2018 NSSE Diversity module provides the data for this outcome. We examined three specific questions that explore students’ participation in processes that facilitate personal growth around issues of diversity. First, we examined students’ responses regarding content around diversity and difference in the classroom. Table 3 shows students’ responses to a question about the occurrence of these processes in their coursework.

Noteworthy is the high percentages of students responding that their course work provides very little or some attention to developing skills needed to work with people who are different from them, recognizing cultural norms and biases, and exploring their own backgrounds. Also, over 50% of students noted that their courses provide little or some discussion of issues of equity and privilege. Given the current social movements related to racial justice, it is clear that the University could be doing a better job of providing course-related content in this area.

The second question we explored related to students’ comfort on campus. The question related to this was: To what extent do you agree or disagree with the following statements? Results for this analysis are shown in Table 4.

Table 3: During the current school year, how much has your coursework emphasized the following?

a. Developing the skills necessary to work effectively with people from various backgrounds	ICD01a	1	Very little	75	15	404	12
		2	Some	216	41	1,278	35
		3	Quite a bit	167	32	1,390	37
		4	Very much	70	13	624	16
			Total	528	100	3,696	100
b. Recognizing your own cultural norms and biases	ICD01b	1	Very little	74	15	490	14
		2	Some	181	34	1,166	33
		3	Quite a bit	185	34	1,402	37
		4	Very much	88	16	634	16
			Total	528	100	3,692	100
c. Sharing your own perspectives and experiences	ICD01c	1	Very little	44	9	306	9
		2	Some	191	37	1,070	30
		3	Quite a bit	201	38	1,572	42
		4	Very much	88	16	743	19
			Total	524	100	3,691	100
d. Exploring your own background through projects, assignments, or programs	ICD01d	1	Very little	115	22	653	19
		2	Some	207	40	1,237	34
		3	Quite a bit	150	28	1,232	33
		4	Very much	56	10	573	15
			Total	528	100	3,695	100
e. Learning about other cultures	ICD01e	1	Very little	88	18	522	15
		2	Some	197	38	1,349	37
		3	Quite a bit	162	30	1,191	32
		4	Very much	81	15	628	16
			Total	528	100	3,690	100
f. Discussing issues of equity or privilege	ICD01f	1	Very little	100	20	577	17
		2	Some	179	35	1,167	33
		3	Quite a bit	160	30	1,257	33
		4	Very much	89	16	688	18
			Total	528	100	3,689	100
g. Respecting the expression of diverse ideas	ICD01g	1	Very little	51	10	313	9
		2	Some	144	27	1,014	29
		3	Quite a bit	215	42	1,473	39
		4	Very much	118	21	891	23
			Total	528	100	3,691	100

Table 4: To what extent do you agree or disagree with the following statements?

a. I feel comfortable being myself at this institution.	ICD04a_18	1	Strongly disagree	7	1	<i>Results suppressed due to insufficient number of 2018 institutions.</i>
		2	Disagree	18	4	
		3	Agree	271	50	
		4	Strongly agree	230	45	
		Total	526	100		
b. I feel valued by this institution.	ICD04b_18	1	Strongly disagree	20	4	<i>Results suppressed due to insufficient number of 2018 institutions.</i>
		2	Disagree	85	16	
		3	Agree	294	56	
		4	Strongly agree	128	24	
		Total	527	100		
c. I feel like part of the community at this institution.	ICD04c_18	1	Strongly disagree	23	4	<i>Results suppressed due to insufficient number of 2018 institutions.</i>
		2	Disagree	113	22	
		3	Agree	277	52	
		4	Strongly agree	114	21	
		Total	527	100		

While the responses to this question show that students feel fairly comfortable and valued on campus, these numbers are not disaggregated by racial/ethnic group, sexuality or gender identity, disability, or other categories which might indicate that some students feel more included on campus than others.

Table 5: During the current school year, about how often have you done the following?

a. Attended events activities, or presentations that reflect an appreciation for diverse groups of people	ICD05a_18	1	Never	167	33	<i>Results suppressed due to insufficient number of 2018 institutions.</i>
		2	Sometimes	229	43	
		3	Often	91	17	
		4	Very often	40	8	
		Total	527	100		
b. Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)	ICD05b_18	1	Never	261	51	<i>Results suppressed due to insufficient number of 2018 institutions.</i>
		2	Sometimes	164	30	
		3	Often	62	11	
		4	Very often	39	8	
		Total	526	100		
c. Participated in a diversity-related club or organization	ICD05c_18	1	Never	345	67	<i>Results suppressed due to insufficient number of 2018 institutions.</i>
		2	Sometimes	123	23	
		3	Often	30	5	
		4	Very often	27	5	
		Total	525	100		
d. Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	ICD05d_18	1	Never	370	72	<i>Results suppressed due to insufficient number of 2018 institutions.</i>
		2	Sometimes	111	21	
		3	Often	30	6	
		4	Very often	10	2	
		Total	521	100		
e. Reflected on your cultural identity	ICD05e_18	1	Never	151	30	<i>Results suppressed due to insufficient number of 2018 institutions.</i>
		2	Sometimes	222	42	
		3	Often	110	21	
		4	Very often	44	8	
		Total	527	100		


Important to our understanding of students' participation in processes that would assist them in developing skills to interact with others across difference is their participation in extra- or co-curricular activities around diversity and inclusion. Table 5 shows responses related to this type of participation.

Goal 3: Students will successfully and actively participate as citizens of an increasingly global and politically complex world

Learning Outcome 1: Students will develop the ability and willingness to participate in a global and diverse society

The Business Scholars program offers students many opportunities to participate in experiences outside of the United States. Their Cooperative Institutional Research Program Data from the Higher Education Institute at UCLA indicate students' intentions to participate in these types of experiences. Table 6 illustrates these data.

Table 6: Business Scholar Study Abroad Plans

 COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM <i>at the</i> HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA	2018 CIRP Freshman Survey Institutional Profile Report All Respondents									Construct
	Total			Men			Women			
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
University of Utah - David Eccles School of Business										
Participate in a study abroad program										
Very Good Chance	37.3%	28.9%	36.6%	33.0%	20.1%	26.9%	47.3%	36.9%	45.8%	Likelihood of College Involvement
Some Chance	37.4%	34.2%	34.0%	38.4%	34.8%	36.0%	35.2%	33.7%	32.0%	
Very Little Chance	18.4%	24.4%	20.3%	21.0%	30.1%	25.6%	12.1%	19.3%	15.2%	
No Chance	6.9%	12.5%	9.2%	7.6%	15.1%	11.5%	5.5%	10.2%	7.0%	
Total (n)	593	11,959	31,016	409	4,969	14,092	182	6,990	16,924	
Mean	3.05	2.80	2.98	2.97	2.60	2.78	3.24	2.97	3.17	
Standard deviation	0.91	1.00	0.97	0.92	0.97	0.97	0.87	0.98	0.93	
Significance	-	***		-	***	***	-	***		
Effect size	-	0.25	0.07	-	0.38	0.20	-	0.28	0.08	

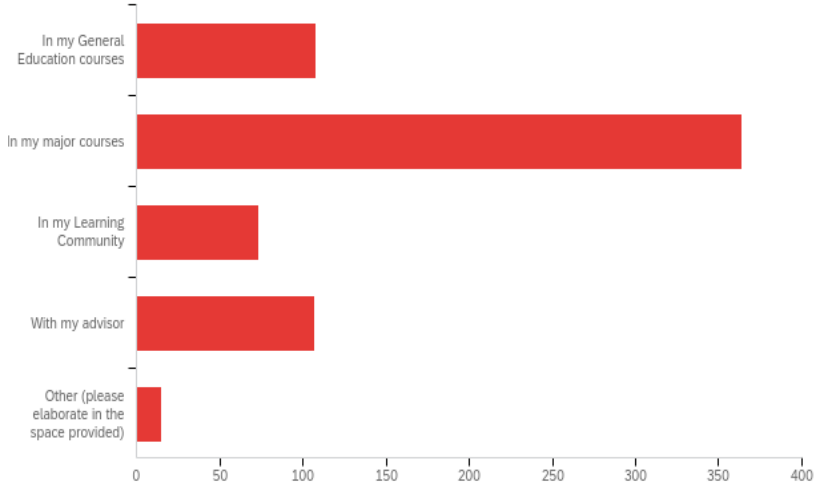
About 75% of Business Scholars intend to participate in study abroad. This is a high percentage, and we need to learn more about the participation of University of Utah students more generally, particularly since these opportunities are more readily available to Business Scholars than to the general University of Utah population. In the coming year, we will work with the Learning Abroad Office and the Bennion Center to gather data that will paint a clearer picture related to this outcome.

Learning Outcome 2: Students will develop skills that are valued in society and labor markets

For this outcome, we reiterate the data presented above related to the employment outcomes for University of Utah graduates. We also share data from the 2018 E3 research, in which students across the board indicated that connections between their

coursework and their future plans contributed to a positive educational experience. Figure 2 illustrates where students found these connections.

Figure 2: Locations of Connections Between Coursework and Future Plans



In the “Other” category, students listed extracurricular activities, faculty and advocates, peer advising, and undergraduate research as places where they found these connections.

Learning Outcome 3: Students will develop an understanding that they will continue to learn and develop skills throughout their lifetimes, building on the foundations developed at the University

We do not, at this time, have data for this outcome. However, we are in the process of working with Continuing Education and Community Engagement to see what data they might have that can illuminate how the University is doing on this outcome.

Goal 4: Students will collaborate with and learn from others in the communities in which they live and work

Learning Outcome 1: Students will understand the value of learning that occurs outside and alongside the classroom

The Bennion Center is the best place to locate data that can help us assess our efforts in this area. We are currently working with the Bennion Center to determine which data they might be able to share to assist with this assessment.

Summary

This Student Success Portfolio assessment of learning outcomes provides several benchmarks against which we can measure future progress on the goals and outcomes developed by the

group. We will continue to explore ways to measure the University of Utah's ongoing commitment to student success, particularly related to these outcomes which go beyond traditional measures of retention and graduation.