



**Southern Utah University**

**Annual Report on  
The University Strategic Plan 2018-2019**

**Office of Planning and  
Institutional Effectiveness**

**June 30, 2019**

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## Strategic Planning at Southern Utah University

### Overview

Southern Utah University (SUU) is a publicly funded, comprehensive, regional, masters-level university located in Cedar City, Utah. From its humble beginnings in 1897 as Branch Normal School, a small teacher training institution, Southern Utah University has grown into a thriving, regional university that proudly celebrated its 122nd year in 2019. Located within a half-day drive of more than 20 National Parks, Monuments, and Recreation Areas, Southern Utah University trademarked the title “University of the Parks,” during the centennial celebration of the National Park Service in 2016. Since 1933, the university has been continuously accredited by the Northwest Commission on Colleges and Universities (NWCCU).

### Governance

SUU is governed by The Utah State Board of Regents, which has primary responsibility over the eight public colleges and universities in the Utah System of Higher Education (USHE). The Board of Regents is comprised of 16 members, all appointed by the Governor. The Board of Regents delegates certain powers to SUU’s local Board of Trustees, which is comprised of ten members, eight of which are appointed by the Governor. The other two members include the President of the Alumni Association, and the Student Body President (both voting *ex-officio*). The responsibilities of the SUU Board of Trustees include:

- Approval of new academic programs
- Significant changes to existing academic programs
- Fiduciary and audit oversight
- Advice and consent on institutional policy
- Facilitating communication between SUU and its community
- Assisting in the planning, implementing and executing of fundraising and development projects aimed at supplementing institutional appropriations
- Strengthening alumni and community identification with the university’s traditions and goals
- Selecting honorary degree recipients

### Leadership

Scott L Wyatt is the 16<sup>th</sup> President of SUU, in his sixth year of service to the institution. The President’s Council provides the formal mechanism for shared governance activities. The first seven members of the Council listed below also serve on the President’s Cabinet and direct the day-to-day operations of the university. Aside from the President, members of the Council include:

- Robert Eves, PhD - Interim Provost/Vice President for Academic Affairs
- Jared Tippetts, PhD - Vice President for Student Affairs
- Stuart Jones, JD - Vice President for Advancement and Enrollment Services
- Marvin Dodge, MPA - Vice President for Finance and Administrative Services
- Mindy Benson, MA - Vice President for Alumni and Community Relations
- Steve Meredith, PhD - Assistant to the President for Planning and Institutional Effectiveness
- Debbie Corum, BS - Director of Athletics
- Ann Marie McIff Allen, JD - General Counsel
- Schvalla Rivera, PhD - Assistant to the President for Diversity and Inclusion
- Jeff Carr - SUUSA Student Body President
- Ben Johnson, MPA - Staff Association President
- Steve Barney, PhD - Faculty Senate President

### Enrollment

At the conclusion of fall semester 2018, there were 10,772 students (9,844 undergraduate and 928 graduate students) enrolled at the university. This figure represents a 32% increase in enrollment since 2014. Student admission to the university is based on a competitive application process that is used to determine a student’s likelihood of success. Indicators used to assess readiness include past performance

(such as previous GPA) and standardized test scores. Students who fail to meet the admissions standards may seek admission under a program denominated as the Compass Program, which provides more intrusive advising and support and requires the student to first seek an associate's degree.

#### Academic Calendar and Course Delivery

The university operates on a 15-week semester system during the fall and spring. These two semesters include a final week of testing. The university also has a 14-week summer semester. The calendar underwent minor revisions in 2019 as part of an effort to significantly expand summer offerings to provide students with a 3-year degree option. This option, which is supported by a 2019 appropriation from the Utah State Legislature, is intended to improve student graduation rates. More about this new initiative can be found by clicking [here](#).

The University presents academic content using traditional face-to-face classroom, online and other distance delivery methods. The majority of the undergraduate coursework at SUU is delivered using the traditional "face-to-face" teaching method. However, growth in online course offerings continues at both the general education and upper division, major-related levels. A significant portion of the coursework in graduate programs is now delivered in an online or hybrid format, reflecting the desires of these students to be able to engage in graduate study while still working full-time.

#### **2014 - A New Strategic Plan**

Under newly installed President Scott Wyatt, the university began a strategic planning process in December 2014. This new phase of planning was undertaken to better comply with NWCCU Standards [3.A.1](#), [3.A.2](#), [3.A.3](#), [3.A.4](#) and [3.B.3](#)., and to provide the university with an updated set of guiding principles. This decision also led to the development of a new Mission Statement, Vision Statement and set of Core Themes for the University (NWCCU standards, [1.A.1](#), and [1.B.1](#)) along with the Strategic Plan. These changes and the new Strategic Plan were approved by the institutional Board of Trustees on June 24, 2016, and by the Utah State Board of Regents on July 16, 2016. Final versions of all these documents may be seen here: <https://www.suu.edu/future/final.html>.

#### SUU Mission Statement (2016)

Southern Utah University is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence.

#### SUU Vision Statement (2016)

Southern Utah University will receive national recognition for its innovations in learning, student success, and providing the best educational experience in the intermountain west.

#### SUU Core Themes (2016)

As part of the strategic planning process, SUU also revised its statement of Core Themes. The Core Themes are designed to support the Mission Statement, and to serve as the guiding principles for its implementation throughout the University as realized through the Strategic Plan. The three themes and their explanatory statements are as follows:

***Explore*** - SUU explores diverse ideas, disciplines, skills, cultures, and places.

***Engage*** - SUU creates engaged, intentional, and transformative learning experiences.

***Excel*** – SUU excels through a commitment to high-quality outcomes and student achievement.

The establishment and implementation of a new Mission Statement, Vision Statement, and Core Themes became the guiding principle of the strategic planning process. These statements articulate the institution's commitment to creating and sustaining an educational environment centered on quality teaching and experiential learning, while empowering students to become productive and engaged citizens. To facilitate campus and public awareness of the Mission Statement, it is strategically placed on SUU's website, campus publications, and in the SUU [Catalog](#).

## Strategic Planning Process

The President asked Marvin Dodge, Vice President for Finance and Administrative Services, and Dr. Emily Dean, Associate Professor of Anthropology and president of SUU's faculty senate, to serve as the co-chairs of the Strategic Planning Committee. Specifically, they were tasked with helping lead a team towards the creation of new University Core Themes, Vision, and Mission Statements (NWWCCU Standard 3.A.1). The new plan was to include input from every employee, student constituent group, and community members, through a months-long information gathering process.

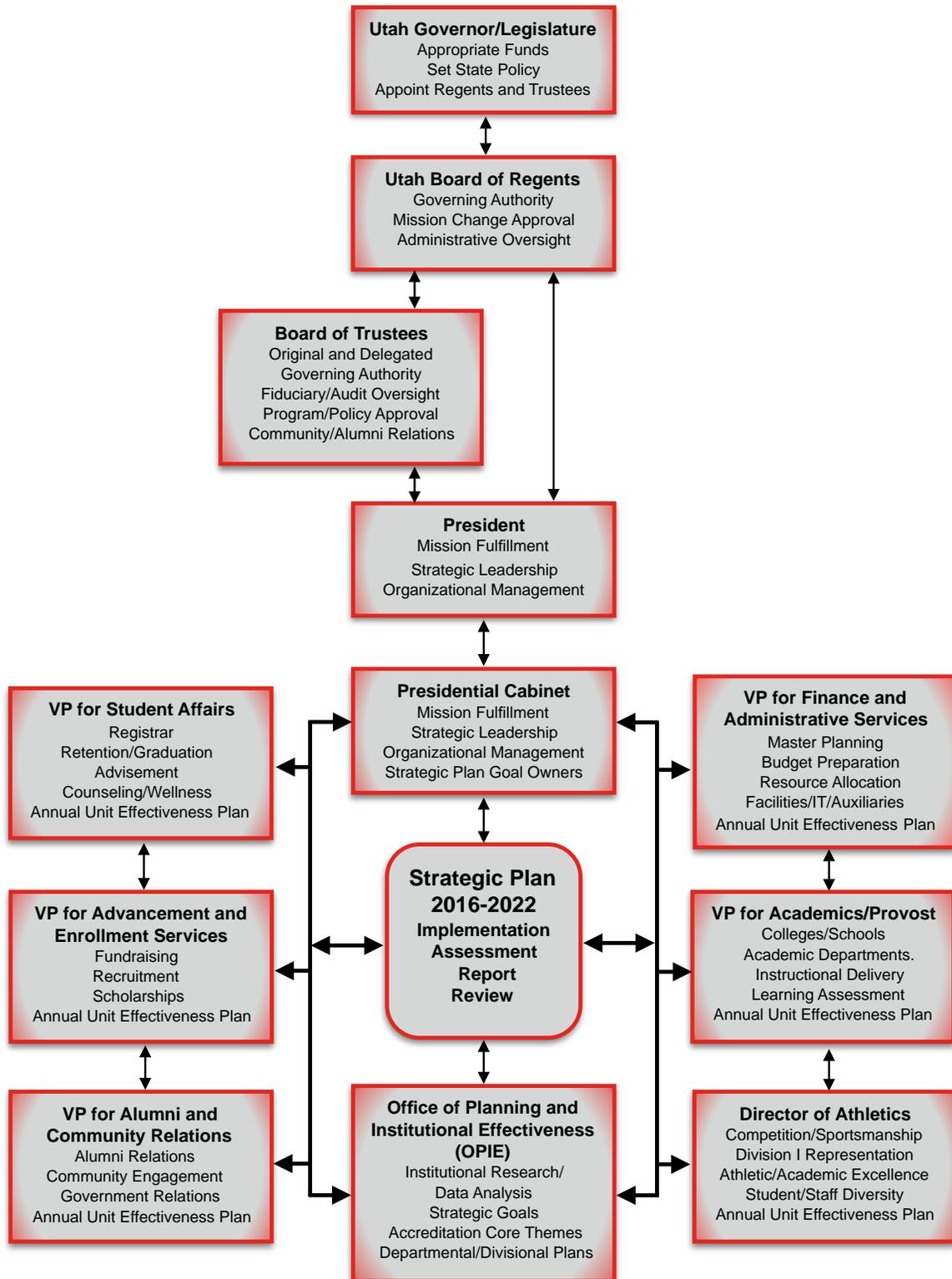
At Vice President Dodge's suggestion, SUU modeled its strategic planning process after that outlined in the National Association of College and University Business Officers (NACUBO) publication, *Collaborative Strategic Planning in Higher Education*, authored by Patrick Sanaghan in 2009. Sanaghan's model outlines a multi-step process for developing a comprehensive strategic plan through first organizing the process and choosing team members who represent a broad spectrum of faculty, staff, and students. The next phase of the process was data gathering and engagement. This phase was the longest intentionally, as the committee sought information from across campus through public forums, departmental meetings, and other gatherings using a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, discussions, and other tools to gather opinions and expressions of vision for the university. Third, the committee worked to make sense of the input, and began crafting a new vision for the institution and broad core themes inclusive of the newly defined direction. The final step included meetings with stakeholders to identify specific goals, action plans, indicators of achievement, and measurable outcomes defining a roadmap to implementation of the overall strategic plan.

Vice President Dodge and Dr. Dean then enlisted 27 faculty, administrators, staff, and students to serve on the committee (for a comprehensive list of committee members please visit the following link: <https://www.suu.edu/future/task-force.html>). This was a diverse committee, composed of stakeholders from across campus who could represent the interests of their various academic and administrative units while also effectively working together. All committee members participated fully in the strategic planning process although it represented a major time commitment, requiring bi-monthly committee meetings as well as attendance at campus and community forums throughout the fall 2015 and spring 2016 semesters (NWWCCU Standard 3.A.2).

Co-chairs Dodge and Dean scheduled 29 college and campus wide meetings, as well as two community forums. All meetings were announced to the campus and community on the SUU website, by email to individual campus colleges, and via the leadership of the faculty senate, the staff association, and the student government (SUUSA). The meetings, which ranged from small groups of 20 or so people to large gatherings of over 100 participants, yielded an impressive amount of data which the committee then spent the next three months analyzing and breaking down as they designed new Core Themes, Mission, and Vision Statements. The minutes from all meetings were posted in a timely fashion on the Strategic Planning website so that they could be viewed by any interested parties (please see <https://www.suu.edu/future/minutes.html>). The university also established a strategic planning email address so that people could share their thoughts with the committee even if they were unable to attend the meetings, or didn't feel comfortable speaking up at the time (Standard 3.A.3).

Committee meetings were characterized by robust and wide-ranging discussions of SUU's status, and its future direction. Gradually, the committee drew toward consensus on the areas they thought SUU should embrace, emphasize, and pursue. The committee determined that the President's Cabinet should ultimately have responsibility for implementation and reporting on the Strategic Plan, as shown below:

**Chart 1: SUU Strategic Plan Implementation**



## Strategic Plan Implementation and Reporting

The strategic planning process has brought the University a renewed focus in the form of a document and a process to develop the data necessary to show mission fulfillment. Of course, in order for the plan to be effective in guiding day-to-day activities and resource allocation, an implementation and reporting method that helps generate regular, data-driven results from the various campus constituencies to those responsible for implementation of the plan is vital. Reporting related to strategic plan fulfillment happens at the micro level in the form of annually submitted Unit Effectiveness Plans.

### Reporting Through Unit Effectiveness Plans

Under the direction of the President and Board of Trustees, Cabinet members are responsible to gather and report the data required to assess mission fulfillment and alignment with the Strategic Plan. To get the necessary data for review, each campus unit is expected to produce an annual effectiveness report, generically referred to as a Unit Effectiveness Plan or UEP. The UEP documents progress made toward institutional outcomes, departmental goals/objectives, and planned changes for further progress. Departmental goals/objectives are expected to align with the SUU Mission and Core Themes. Other reported indicators include such items as program growth, retention and graduation rates, course success rates, participation rates in identified campus initiatives, and Essential Learning Outcomes (ELO) assessment. The comprehensive 2016-2022 Strategic Plan breaks down SUU's themes and strategies into more detailed goals, objectives, action plans and indicators of achievement (often at the local/departmental level).

Chart 2 below shows an excerpt from the Strategic Plan, and the indicators of achievement used to determine the status of the strategies that drive institutional assessment, and their relationship to the Core Themes. This sample relates to the EDGE Experiential Education Program:

**Chart 2: Sample Assessment Entry from Strategic Plan (excerpt)**

<b>CORE THEME 2: ENGAGE - SUU creates engaged, intentional, and transformative learning experiences.</b>			
<b>STRATEGY 2: Engage students, faculty and staff in practices that lead to meaningful learning.</b>			
<b>GOAL 2.1: Provide students with the fundamentals of a modern Liberal Education.</b>		<b>Owner</b>	<b>Status</b>
<b>OBJ 2.1.1: Implement, support, and bolster high impact educational practices.</b>	<b>Indicator of Achievement</b>	<b>Cook</b>	
<ul style="list-style-type: none"><li>Action: Generate additional common learning practices (e.g., Jumpstart, Thunderbard, Semester in the Parks, etc.)</li></ul>	<ul style="list-style-type: none"><li>Positive Gains in Jumpstart (full and mini) sections of students</li></ul>	Cook	3

An example of the UEP for College of Science and Engineering can be found by clicking [here](#):

The UEP process, and the reports generated from that process, are likely to differ somewhat between the academic and non-academic areas of the University. For example, in the campus support areas (e.g., Facilities Management, Information Technology), the annual review of departmental plans and goals is well established. In the instructional areas, the five-year program review process is rigorous, well-

established, and regulated by University and Regent policy. In addition, many instructional departments create additional, significant reports for their specific accrediting agencies. However, annual reports from academic departments and divisions were not codified, formalized or fully integrated into planning and resource allocation prior to the establishment of the UEP process. This streamlined and consistent annual reporting template has greatly improved both the consistency and timeliness of data used for academic program planning and review. In short, the UEP process and resulting reports continue to strengthen program outcomes, to develop better methods for collecting evidence of successful outcomes, and to tie departmental and divisional planning processes to the core themes as outlined through the goals and objectives of the Strategic Plan.

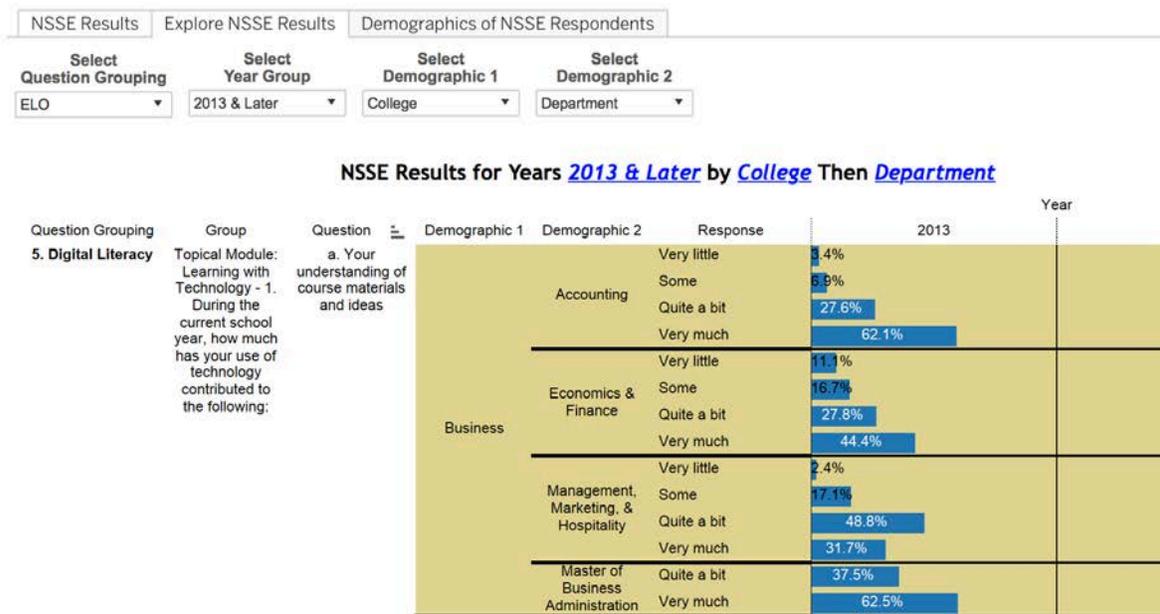
Each UEP report flows upward to the corresponding Vice President. Assistance with statistical collection and review is provided by the Office for Planning and Institutional Effectiveness (OPIE), which fills the critical gap between the President’s Cabinet and campus units as they provide the data to assist in the development of annual reports for each group, and collate the data into the Strategic Plan.

Data Dashboards

To ensure that those in each area are working toward mission fulfillment, and to assist in the development of the Unit Effectiveness Plans, every SUU employee has access to a specialized set of data dashboards located on the SUU Web Portal. These dashboards include some of the current indicators of achievement which can be broken down to the college and departmental level. For example, one can see items such as enrollment and retention rates at the level of the institution, college, and major. This allows a department or unit to track their progress as well as make comparisons to other departments on campus. Chart 3 below shows a snapshot for the ELO of Digital Literacy as reported through student responses to the National Survey of Student Engagement (NSSE) questionnaire.

**Chart 3: Assessment Dashboard Snapshot**

NSSE



Maintaining accurate and comprehensive data that relates to student enrollment, persistence, academic achievement, and graduation rates is an essential function of the Office Planning and Institutional

Effectiveness (OPIE). However, this office is sensitive to “survey fatigue” and the sense that the University is collecting more data than it needs or intends to track at the institutional level. This sensitivity combined with recommendations made by the NWCCU accreditation team during the Mid-Cycle Review in spring of 2017, has led to a significant effort from the OPIE staff to create a condensed version of the Strategic Plan, known as the Strategic Plan “Scorecard.”

### **2017 - Strategic Plan Revision**

Although the current Strategic Plan provides a robust framework for outcome assessment, the number of indicators of achievement is quite large. Based on information received during the 2017 NWCCU Mid-Cycle Evaluation the overall number of indicators of achievement in the SUU Strategic Plan is significantly larger (140+) than the number recommended by NWCCU (25-30). As a result of this feedback, discussions began immediately after the 2017 site visit about the possible establishment of larger-scale, macro level institutional indicators of achievement (or Key Performance Indicators - KPIs). This would allow the university greater ease in assessment and comparison of results for nationally-normed survey instruments, such as the National Survey of Student Engagement (NSSE) and the Noel-Levitz Student Satisfaction Instrument (SSI), while still maintaining alignment with the Core Themes and Strategies currently in use in the Strategic Plan.

At the urging of the President and members of the Cabinet, development of a much more concise version of the Strategic Plan began in earnest in the fall of 2017. This project, referred to by the name Strategic Plan Scorecard, has greatly simplified the process of providing a day-to-day sense of how the University is doing in fulfilling its mission. For the sake of brevity, the remainder of this report will focus on the data contained in the Strategic Plan Scorecard.

#### A Strategic Plan “Scorecard”

During the summer of 2017, staff from the Office for Planning and Institutional Effectiveness held initial discussions regarding how to create an easily accessible and usable version of the Strategic Plan. Ideally, this new version would contain larger-scale indicators of achievement and measures of those indicators that could be shown quickly and clearly in graph form. Members of the President’s Council who are responsible for collecting and reporting data to the Strategic Plan were contacted, and meetings were held to discuss the new document. These meetings were led by Steven Meredith, Assistant to the President for Planning and Institutional Effectiveness, and included the following President’s Council members:

- Brad Cook - Provost/Executive Vice President (concluded term of service in May of 2019)
- Jared Tippets - Vice President for Student Affairs
- Stuart Jones - Vice President for Advancement and Enrollment Services
- Marvin Dodge - Vice President for Finance and Administrative Services
- Mindy Benson - Vice President for Alumni and Community Relations
- Schvalla Rivera - Assistant to the President for Diversity and Inclusion

The result of these discussions was a condensed, “at-a-glance” version of the Strategic Plan, using larger-scale measures. The current version of the overall Strategic Plan KPI Scorecard can be seen in chart 4 below:

**Chart 4: SUU Strategic Plan - Scorecard Version**

KPI	Measurement	Target	Progress						
			2016	2017	2018	2019	2020	2021	2022
Use of Effective Teaching/Learning Methods	Use of High Impact Practices (HIPs)	New first-time undergraduates will participate in at least two HIPs on their way to a bachelor's degree		→	→				
	Effective Teaching/Learning Approaches	Average Overall Score on or above Target (>=0.0%)	↓	→	↑				
Student Achievement & Persistence	D, F, W Rate	Below 11% for F2F classes	↓	↑	↑	↑			
		Below 15% for online classes	↓	↑	↑	↓			
	GE ELO Achievement	Each ELO will have pass rate of 85-95%		↓	↓				
	Year 1 Retention	75%	↑	↑	↑				
	150% Graduation Rate	55%	↑	↓	↑				
Exploration of Diversity & Campus Environment	Exploration of Diversity	Average Overall Score on or above Target (>=0.0%)	↓	→	↑				
	Campus Environment	Average Overall Score on or above Target (>=0.0%)	↓	→	↑				
	General Education Learning Outcomes	Each ELO will have pass rate of 85-95%		→	→				
Preparedness for Post-Graduation	Acquisition of Life Learning Skills and Dispositions	Average Overall Score on or above Target (>=0.0%)	↓	→	→				
	GE ELO Achievement	Each ELO will have pass rate of 85-95%		→	→				
	Career Preparedness	Average Overall Score on or above Target (>=0.0%)	↓	→	↑				
Community Engagement	Alumni Voting Participation	Score on or above Target (>=0.0%)			↑				
	Alumni Civic Engagement	Score on or above Target (>=0.0%)			↑				
	Carnegie Community Engaged Institution Classification	Reaffirm classification in 2020	→	→	→				
Effective Use of Resources	Student-Faculty Ratio	18:1	↑	↓	↑				
	SCH per ICH	Between 22-25	↑	↓	↑				
	Employee Compensation	At least 99% of Employees at or above the Minimum Salary for Assigned Grade					↑		
	Preventative Maintenance Audit Score (Facilities)	90% or higher	↓	↑	↓				
	Up-Time of Key Systems (IT)	99% up-time of student critical systems	→	↓	↑				
	Annual Finance Audit Report	100% compliance (no findings)	→	↓	→				
	Space Utilization	Score on or above Target (>=0.0%)			↑				
	Enrollment Growth	5% annual growth (Fall EOT)	↓	↑	↓				
	Student-Advisor Ratio	300:1	↑	↓	↓				
	Employee Development & Satisfaction								

Each council member worked with OPIE to identify larger-scale, macro Key Performance Indicators (KPIs) and associated measures for their area. These new KPIs and a few associated performance measures were meant to provide an overall view of mission fulfillment, while still being highly meaningful indicators and measures of institutional effectiveness, and adhering closely to the full Strategic Plan. Ultimately, the group agreed to six overall Strategic Plan KPI's as follows:

- KPI #1 - Use of Effective Teaching and Learning Methods (Robert Eves)
- KPI #2 - Student Achievement and Persistence (Robert Eves and Jared Tippets)
- KPI #3 - Exploration of Diversity and a Safe Environment in Which to Do So (Schvalla Rivera, Robert Eves, and Jared Tippets)
- KPI #4 - Preparedness for Post-Graduation (Robert Eves and Jared Tippets)
- KPI #5 - Community Engagement (Mindy Benson)
- KPI #6 - Effective Use of Resources (Marvin Dodge, Robert Eves, and Stuart Jones)

The 2017-18 academic year was spent in establishing baseline measurements, and setting first time targets for each condensed KPI. Within each KPI is a small number of measures (typically 3-5) that is used to show the institution's effectiveness in that particular area at any given time. In the cases of KPIs 1, 3, and 4, a slightly larger number of measures was used, but the findings were aggregated to create an overall score for the area.

These dashboards are updated as new data is received. This is done typically at the end of each semester or at the end of each academic year, depending upon the measure. It should be noted that the preponderance of "red" in these charts is intentional - - after setting the baseline measures, the institution set initial goals that are aspirational, and therefore not yet already achieved.

Each KPI listed hereafter in the report includes the name of the indicator, the measure used, the desired target, the current status of the KPI, and the party responsible for collecting and reporting the data. The related institutional core themes, strategic plan objectives and NWCCU standards are also included for reference. Please note that at the time this document was prepared, the standards for NWCCU were undergoing a revision. However, since the revision was not completed by the publication date, the standards referenced in this document correspond to the NWCCU 2010 standards.

Please note that as of May 2019, Robert Eves, former Dean of the College Science and Engineering, was appointed to serve the interim Provost and Vice President of Academic Affairs. His predecessor, Brad Cook, participated in the development of the Strategic Plan Scorecard, while this report was drafted during a time when Dr. Eves was interim Provost. Their names will be seen throughout the report in the role of Provost as it relates to their respective periods of service.

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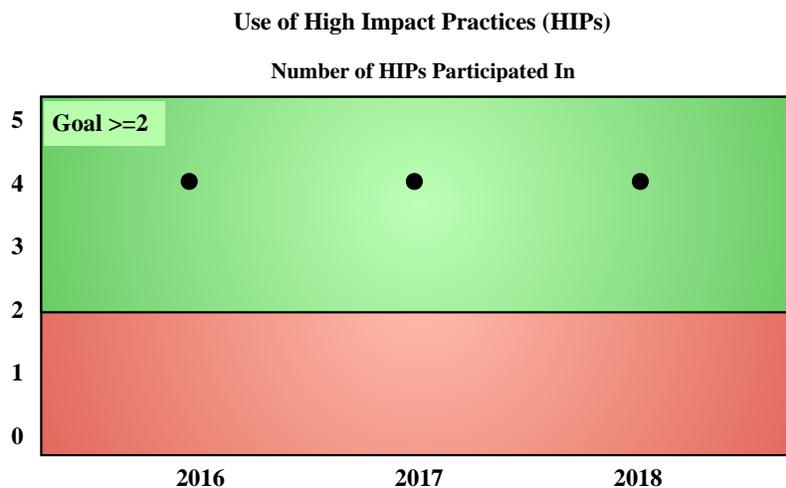
## KPI #1 - USE OF EFFECTIVE TEACHING AND LEARNING METHODS

The data collected for KPI #1 relates primarily to the ways in which the university engages students and faculty in the institution's primary activity: teaching and learning. Under the direction of Vice Presidents Robert Eves and Jared Tippets, these scores indicate how the university is doing in implementing High Impact Practices as defined by the Association of American Colleges and Universities (AACU). In addition, scores from the NSSE survey are used to compare first year and senior year student perception of learning in critical modalities, such as Collaborative Learning, Higher-Order Learning, Problem Solving, and Reflective and Integrative Learning. Student Satisfaction scores for Instructional Effectiveness on the SSI survey are observed, along with institution-wide scores on the IDEA student evaluation in the following areas: Student Attitudes (course rating, instructor rating, and assignment rating) and Teaching Method (assessment effectiveness, support of student goals, "hands on" learning, and application of course materials to "real-life" situations).

In order to create an "at-a-glance" representation of these measures, an aggregated score was determined using the formula outlined below. It is this target and score that are represented on the scorecard. However, the disaggregated scores are available in the dashboard simply by leaving the scorecard view and clicking on the corresponding KPI tab.

### KPI 1.1 - USE OF HIGH IMPACT PRACTICES (HIPs)

- Related Core Theme: *Engage* - SUU creates engaged, intentional, and transformative learning experiences
- Related Objective: 2.1.1 - Implement, support, and bolster high impact educational practices
- Related NWCCU Standards: 2.C.1, 2.C.9, 2.C.12
- Responsible Party: Robert Eves
- Measure Used: Minimum number of HIPs for each SUU student
- Target: 100% of all graduating students will participate in two (2) HIPs
- Current Status: **Achieved**



### KPI 1.1 - High Impact Teaching Practices: Overall Data Collection and Importance

SUU values effective teaching and learning and has recognized High Impact Practices (HIPs) to be valuable examples of evidence-based teaching practices. Research into the scholarship of teaching and learning indicates that these specific educational techniques improve student learning and help to increase student retention and completion. Research also indicates that HIPs can help to reduce the "achievement gap" for historically underrepresented students (see George Kuh's 2008 publication: *High-Impact Education Practices: What They Are, Who Has Access to Them, and Why They Matter*). The Association

of American Colleges and Universities (AACU) has identified the following 11 educational practices as among these HIPs:

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses / Student Signature Work
- ePortfolios

More information about HIPs can be found here: <https://www.aacu.org/leap/hips>

After the State of Utah formally became a Liberal Education for America's Promise (LEAP) state in 2009, SUU embarked on the process of adopting AACU's overall "LEAP" framework, including the Essential Learning Outcomes (ELOs), VALUE Rubrics, and HIPs. The ELOs were adapted for SUU (combining oral and written communication and adding digital literacy) and the VALUE Rubrics were customized and then used to develop a Canvas-based assessment system for each ELO.

Generally speaking, unlike ELOs and the Valid Assessment of Learning in Undergraduate Education Rubrics (VALUE Rubrics which were unfamiliar to SUU faculty), HIPs were already recognized by SUU faculty as valuable, evidence-based teaching practices and were fairly commonplace throughout SUU's courses and programs. Thus, SUU did not take steps to formally adopt or develop a customized list of HIPs. For example, SUU already had dedicated campus-wide course numbers for Internships (4890, 5890, and 6890) and Undergraduate Research (2850, 2990, 3990, and 4850), as well as a Service Learning designation (SL). Many majors include Capstones or senior seminars that serve as culminating experiences.

Nevertheless, because HIPs are pervasive on campus and valued by SUU's faculty, HIPs were included in the University Strategic Plan as follows:

- Core Theme 2: **Engage** – SUU creates engaged, intentional, and transformative learning experiences.
- Strategy 2 – Engage students, faculty, and staff in practices that lead to meaningful learning.
- Objective 2.1.1 – Implement, support, and bolster high impact educational practices.

In 2017, the Utah State Board of Regents established a state-wide goal that every student participate in at least one HIP during the first year (within the first 30 credits) and at least one additional HIP later in their academic career (during or within their major). As a first step in implementing this goal, a survey was distributed to each USHE institution to report on their current efforts related to HIPs.

SUU's response to the survey demonstrated that SUU was providing more than the goal of 2 HIPs for every graduating student. Within the first 30 credits, each SUU student participates in two (2) HIPs: every student participates in First Year Experience (FYE), which consists of ThunderU orientation programming (Common Intellectual Experience), and ongoing peer mentoring, provided by student Assistant Coaches for Excellence & Success (ACES) (Learning Communities). Additionally, all SUU students complete at least one upper division HIP as determined by each academic department, such as an internship, undergraduate research, or capstone project. While a minimum of three HIPs are required for graduation many more are offered to the students, such as study abroad and service learning experiences.

In this way, SUU is exceeding the Regents' goal of ensuring all students participate in at least two HIPs. Using SUU's performance as a benchmark in the context of SUU's Strategic Plan, an informal target for

KPI#1.1 – *High Impact Practices* was to ensure all SUU students participate in at least four (4) HIPs. Because this is SUU’s current practice (FYE + EDGE requirements), this KPI is considered Achieved.

However, after the state-wide surveys were collected and analyzed, it was revealed that each institution has their own unique definition of HIPs as well as their own unique tracking and reporting systems. In response to this, the Commissioner’s office formed a HIPs Task Force and has been deliberating about ways of standardizing the definition of HIPs as well as developing a consistent method for tracking and reporting HIPs across all USHE institutions. SUU has been participating in the HIPs Task Force and contributing to the effort. Anticipating that a standardized approach would eventually be identified by the Commissioner’s Office (with the expectation that each USHE institution align with that standard), SUU made the strategic decision to wait until a final decision was made regarding standardizing HIPs across all USHE institutions.

Rather than attempting to adopt a formal definition of HIPs or to impose a consistent tracking and reporting process for HIPs (only to risk having such efforts overturned by the Commissioner’s Office final decision on the definition of HIPs and a standardized method for tracking and reporting on HIPs), the Division of Academic Affairs included an inventory of the HIPs used in each Department as reported in the Unit Effectiveness Plans (UEPs). This approach allowed for a decentralized method to gather information about the actual use of HIPs across all academic units. As such, reporting the use of HIPs in the UEPs generates an inventory of HIPs that serves as baseline information about which HIPs are being used and where. This is valuable because it provides a glimpse into the variety of HIPs being used, whether or not such HIPs are embedded in requirements or electives, and who on campus might already have expertise with different HIPs. This will allow the Center of Excellence for Teaching and Learning (CETL) to offer targeted programming to support faculty professional development in support of HIPs and to identify faculty who might already have expertise with HIPs (to serve as mentors or facilitators for workshops).

By gathering this baseline information about the use of HIPs across every academic department, SUU is well-positioned to respond to the Commissioner’s Office final decision regarding HIPs and can support faculty through meaningful professional development.

#### KPI 1.1 - High Impact Teaching Practices: Plans for Improvement

There are two primary avenues to help ensure faculty are offering students opportunities to engage in HIPs: Institutional Support and Departmental Support. While these “capacity-building” efforts are not direct measures recorded in the Strategic Plan Scorecard, nevertheless they are important efforts to prepare faculty to adopt HIPs by providing training (i.e., expanding knowledge) as well as an overall framework of incentives and rewards (i.e., faculty evaluation).

##### 1. Institutional Support for HIPs: CETL

The Center of Excellence for Teaching and Learning (CETL) offers a variety of structured faculty professional development opportunities. These efforts include planning New Faculty Orientation, administering the Faculty Development Support Fund (FDSF), orchestrating Learning Communities throughout the academic year, and offering several focused Curriculum Innovation Grants (CIGs) during the summer. While HIPs are discussed as part of New Faculty Orientation and the Learning Communities, the CIGs have an explicit focus on helping faculty re-design their courses around HIPs. Over the last three years, CIGs were offered in support of the following HIPs: Undergraduate Research, Diversity & Global Learning (2017), Community Engaged Learning (2018), and ePortfolios, Collaborative Projects & Assignments, Writing Intensive Pedagogy (2019). Each Fall, CETL identifies key goals (large-scale initiatives) and then reports on those goals at the end of the year. For more information about the CETL, please visit their website by clicking [here](#).

##### 2. Departmental Support for HIPs: UEPs & Faculty Evaluation

Each year, academic Departments complete Unit Effectiveness Plans (UEPs) that includes (at the very beginning) alignment with SUU’s Strategic Plan and the High Impact Practices (HIPs) being used in

the Department. For example, the Department of Art & Design requires each student to complete a Capstone Experience called Senior Portfolio, which consists of senior-year required curricula and a gallery exhibition that integrates and applies what students have learned. Likewise, the Department of Art & Design identified Learning Communities as one of its HIPs because they collaborate with University Housing to support a living-learning community where students are surrounded by others with similar interests in the arts. A dedicated faculty member from the Department serves as a liaison with University Housing and connects with students in the residence hall. The Department of Kinesiology & Outdoor Recreation reported that four of their five academic programs require an Internship and that seven different classes incorporated Service-Learning, including PE 4010/4015 (Methods of Sports Conditioning) where students completed macronutrient Needs Assessment, Dietary Analysis, and Recommendations for local athletes. Finally, the Department of Languages & Philosophy reported that, in addition to offering numerous Writing Intensive courses and opportunities for Diversity/Global Learning, the Department supports Undergraduate Research in several ways, including hosting of the annual SUU Undergraduate Philosophy Conference where philosophy students prepare a call for papers, review and select the papers for presentation, and prepare formal commentary on each invited paper.

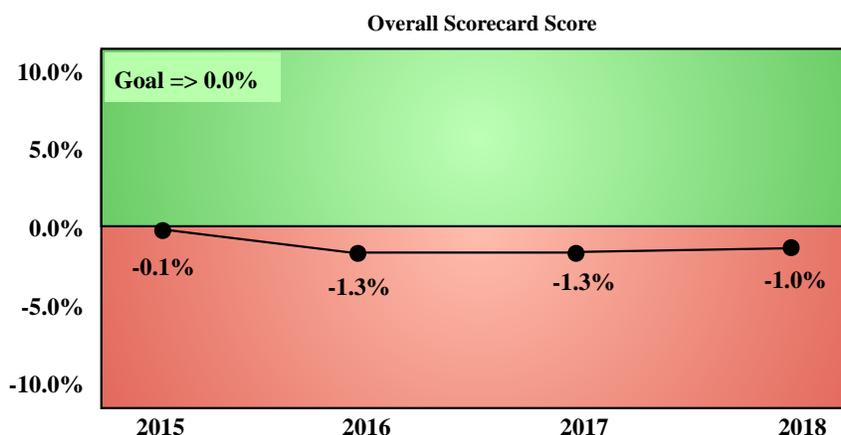
In addition to reporting the use of HIPs in UEPs, SUU's faculty evaluation system encourages the adoption of HIPs. Each year, the Department and Dean's Office completes a cycle of faculty evaluations (as outlined in SUU Policy #6.1: Faculty Evaluation, Promotion, and Tenure). As part of the systematic approach to supporting faculty growth and performance, each Department has developed evaluation criteria related to teaching effectiveness, scholarship, and service/leadership. SUU Policy #6.1 was revised during 2017-2018 and will go into effect Fall 2019. This revision process (mentioned in OBJ 2.3.2) explicitly aligned SUU's Strategic Plan with faculty evaluation criteria, including HIPs. This alignment represents an important change in institutional culture and ensures that faculty are incentivized to engage in (and rewarded for) the types of contributions that advance SUU's Mission, Vision, and Core Themes.

Importantly, revisions to this policy includes explicit reference to High Impact Practices (HIPs) as well as other evidence-based teaching practices that have been shown to support meaningful student learning. In this way, SUU's faculty evaluation policy embraces HIPs and incentivizes faculty to incorporate HIPs into their course design and pedagogy.

#### **KPI 1.2 - EFFECTIVE TEACHING AND LEARNING APPROACHES: AGGREGATED VIEW**

- Related Core Theme: *Engage* - SUU creates engaged, intentional, and transformative learning experiences.
- Related Strategic Plan Objectives: 1.1.2, 2.2.1
- Related NWCCU Standards: 2.C.1, 2.C.9, 2.C.12
- Responsible Party: Robert Eves
- Measure Used: An aggregated score using the following sub-measures:
  - NSSE Student Engagement Scores (compared freshmen to seniors) in Collaborative Learning, Effective Teaching Practices, Higher-Order Learning, and Reflective and Integrative Learning
  - NSSE Student Problem Solving Scores (compared freshmen to seniors)
  - SSI Instructional Effectiveness Score
  - SSI Instructional Effectiveness Importance-to-Satisfaction Gap
  - IDEA Course Evaluations (20th Percentile) related to Student Attitudes and Teaching Methods
- Overall Target for Aggregated Indicator: A score of equal to/greater than 0.0%
- Current Status for Aggregated Measure: **Not Achieved**

## Effective Teaching/Learning Approaches



### KPI 1.2 - Effective Teaching and Learning: Overall Data Collection and Importance

The data collected for the aggregated score above was gathered as part of the regular schedule of NSSE and SSI surveys. The most recent SSI survey took place in 2018 and the most recent NSSE survey took place in spring of 2019. However since that NSSE data has yet to be officially reported, the NSSE data in this score is from the survey completed in 2016. The data is important because it shows student perception and satisfaction with the learning experience that they have had while at SUU.

The chart above shows a composite score of a number of different measures and related sub-scores that have been aggregated into one overall score. This was done in the following way: since sub-scores may have different scales, all were translated to a standardized scale. The target score (the score that signals satisfactory achievement) for a given sub-score was also translated to the standardized scale. For example, if one sub-score was 30 on a 0-60 point scale and another score was 4 on a 1-7 point scale, then both sub-scores would become a 3 on the standardized 1-5 point scale (30 being the middle between 0 and 60, 4 being the middle between 1 and 7, and 3 being the middle between 1 and 5).

After ‘standardizing’ the scores, an ‘achievement score’ was created for each sub-score by comparing it to its target score. This was done by comparing the ‘% point’ the scores were on the scale. The lowest number on the scale would represent 0% and the highest number would represent 100% on the scale. For example, on a 0-5 point scale, the 0 would represent 0% and the 5 would represent 100%. A sub-score of 4 would represent 80% on a 0-5 point scale ( $(4/5) * 100 = 80$ ) and a target score of 3.5 would represent 70% on that same scale ( $(3.5/5) * 100 = 70$ ). In this scenario, the ‘achievement score’ would be 10% ( $80\% - 70\% = 10\%$ ), meaning that the actual sub-score is 10% above the target. The overall composite score for KPI 1.2 was calculated by averaging the ‘achievement scores’ for all of its sub-scores. For example, if the ‘achievement scores’ should be 10%, -5%, and 4%, then the composite score would be 3% ( $10\% + (-5\%) + 4\% = 9\%$  and  $9\% \div 3 = 3\%$ ) which means that on average the sub-scores are 3% above the target score.

Collecting and tracking feedback from students regarding effective teaching and learning practices is an important aspect of ensuring SUU is providing the best educational experience possible. Without input from students, the picture would be incomplete. Likewise, it is valuable to assemble results of student feedback across different nationally-normed instruments (SSI, NSSE), from multiple questions related to their experience with faculty, from different points in a student’s academic career (freshmen, seniors), and comparing the gap between expectation and satisfaction.

This important feedback from students can be analyzed at a variety of levels ranging from the entire institution, to the college/school level, and even down to the individual department and major. Likewise, a variety of concerns can be revealed by carefully considering student feedback (ranging from the types of teaching strategies faculty use to the structure of the major requirements). These different levels of

analysis about different aspects of teaching effectiveness allows Deans, Chairs, and faculty to engage in continuous improvement by first identifying concerning trends, implementing curricular and pedagogical changes, and then determining the success of their efforts by checking the results of the next round of survey responses.

#### KPI 1.2 - Effective Teaching and Learning: Plans for Improvement

There are currently three methods for continuous improvement related to effective teaching and learning. First, the revised faculty evaluation process emphasizes continuous improvement of teaching effectiveness. By structuring evaluation in this way, faculty are motivated to take steps necessary to improve the learning experiences of their students. Individual faculty members are expected to be actively engaged in improving their teaching performance by gathering information from a variety of sources (including student feedback), developing plans for making improvements, and then working with their Mentorship Team to determine next steps.

Second, individual departments may refer to student feedback in order to identify teaching practices that need improvement. For example, students in an academic department may report few opportunities to engage in real-world problem solving. Faculty could address this by revising their courses, adjusting their pedagogical techniques, or making changes to the curriculum. This cycle of continuous improvement could be reported in the department's UEP, and efforts could be tracked over time.

Finally, by reviewing institutional trends, the Center of Excellence for Teaching and Learning (CETL) can offer programming to support faculty professional development to target those areas of concern revealed by student feedback. This programming can be open to the entire campus, or come at the request of an individual department. In this way, CETL can respond to high-level trends and offer workshops to help faculty improve.

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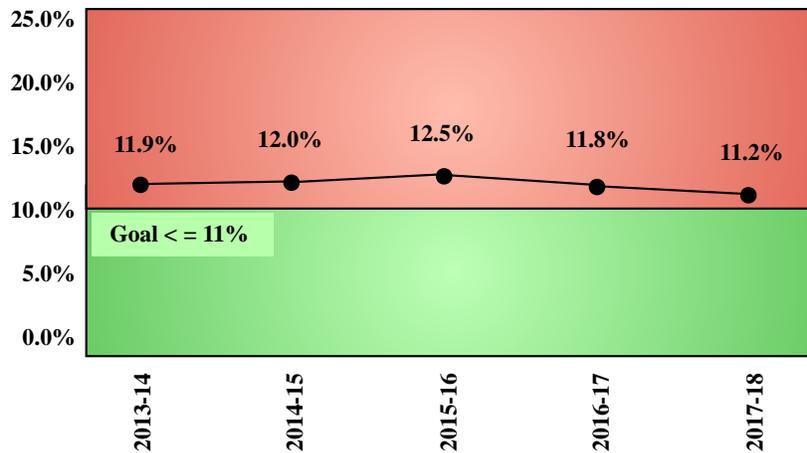
## KPI #2 - STUDENT ACHIEVEMENT AND PERSISTENCE

The data collected for KPI #2 relates primarily to how well students are progressing through the learning process. Under the direction of Vice Presidents Robert Eves and Jared Tippets, these measures show the success of the university’s academic programs that promote Essential Learning Outcomes (ELOs), as well as the institutional efforts designed to support student retention and persistence to graduation.

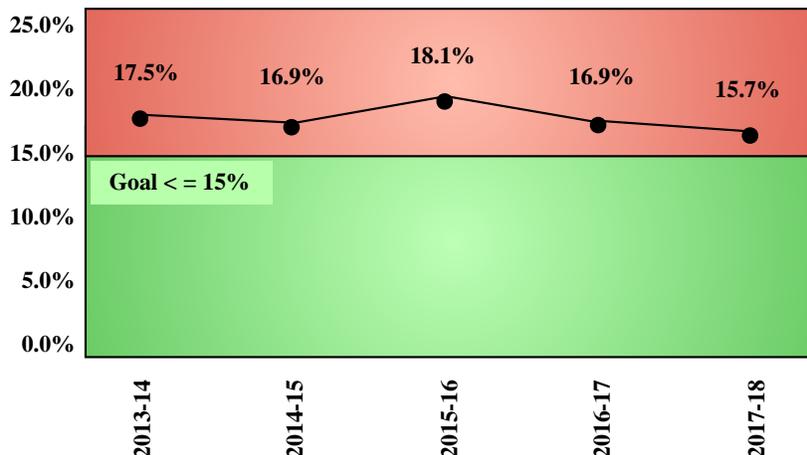
### KPI 2.1- FAILURE (DFW) RATE FOR FACE-TO-FACE AND ONLINE COURSES

- Related Core Theme: *Excel* – SUU excels through a commitment to high-quality outcomes and student achievement.
- Related Strategic Plan Objective: 2.3.3
- Related NWCCU Standard: 2.C.1
- Responsible Party: Robert Eves
- Measure Used: Aggregated data showing grades of D, F, or W for all SUU courses
- Targets: For face-to-face courses a DFW rate of less than 11%, and for online courses a rate of less than 15%
- Current Status:
  - Face-to-Face Courses - **Not Achieved** (2017-18 Score: 11.2%)
  - Online Courses - **Achieved** (2017-18 Score: 15.7%)

**D,F,W Rate for Face-to-Face Undergraduate Classes**



**D,F,W Rate for Online Undergraduate Classes**



### KPI 2.1- DFW Rate for Face-to-Face and Online Courses: Data Collection and Importance

The score presented here represents the percentage of D, F, W, and UW grades for all courses in the indicated academic year (based on end-of-term data for summer, fall, and spring semesters). Data for courses with less than 5 students enrolled for a given year is not reported.

High DFW rates can create significant barriers for students as they pursue their academic goals. Issues such as the “bottlenecks” created when numerous students repeat a course often prevent students from advancing in their majors. Likewise, high DFW rates contribute to increased time-to-degree, the switching of academic majors (which also increases time-to-degree), and possibly even dropping out of school altogether. Students earning Ds, Fs, Ws, and UWs in their first year are retained at a significantly lower rate than students who do not.

It is important to distinguish KPIs for Face-to-Face and Online courses because there are significant differences in delivery modality that impact student learning and student success. For example, F2F courses with high DFW rates may require different interventions or changes than Online courses with high DFW rates. Students struggling in F2F courses have greater access to tutoring, study sessions, and exam review sessions offered by the professor. Meanwhile, students in Online courses may struggle to develop a sense of community with other students. Each of these situations requires a different response (from the instructor in terms of course design and pedagogy or from the university’s student support services).

High DFW rates can be an indicator of several important aspects of student learning, such as the possible need for a pre-requisite or co-requisite course, a pre-course placement exam, or additional tutoring services. Online courses with high DFW rates might consider tracking data analytics in the Learning Management System (LMS) to learn more about key data points that correlate with student success, such as the number of “interactions” between the faculty member and the students (encouraging communication and meaningful feedback on assignments), completion of early low-stakes assignments (to better gauge success in the course), turn-around time for returning graded work (reduces uncertainty), etc. Making improvements in one or more of these areas could help improve DFW rates.

### KPI 2.1- DFW Rate for Face-to-Face and Online Courses: Plans for Improvement

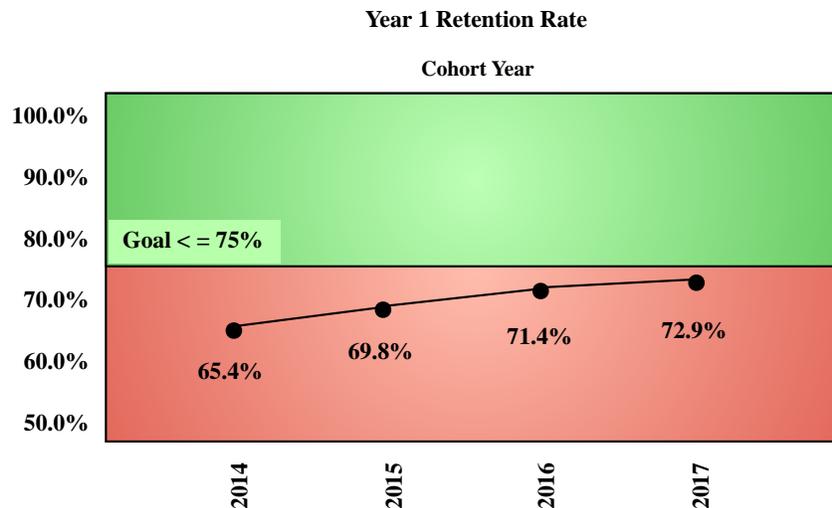
The Strategic Plan Scorecard KPI#2.1 for DFW Rates is directly aligned with Departmental KPIs found in the Unit Effectiveness Plans. Hence, Department Chairs and faculty are actively engaged in monitoring and addressing DFW rates. Departments can implement a variety of interventions to reduce DFW rates:

- collaboration with the Tutoring Center to provide additional services for high DFW and high enrollment courses and to better promote the services available;
- implementation of 8-week courses to address gaps in foundational skills and/or knowledge;
- curriculum mapping and alignment (map courses to program learning outcomes that include level/depth of coverage, ensure that concepts/skills are sequenced properly within the curriculum);
- add pre-requisite or co-requisite courses if appropriate;
- engage in course redesign to assure alignment between learning outcomes, assessment methods, and educational experiences, or implement additional HIPs.

For online courses, the Office of Online Teaching and Learning (OTL) can offer individualized assistance for faculty who wish to make improvements. Staff members in OTL also offer regular workshops and trainings for faculty.

## KPI 2.2 - YEAR ONE RETENTION RATE

- Related Core Theme: *Excel* – SUU excels through a commitment to high-quality outcomes and student achievement.
- Related Strategic Plan Objective: 4.1.1
- Related NWCCU Standards: 2.D.3, 2.D.10
- Responsible Party: Jared Tippets
- Measure Used: Retention of first-time/full-time undergraduate students from year 1 to year 2
- Target: Greater than 75% retention
- Current Status: **Not Achieved** (2017-18 Retention Rate: 72.8%)



### KPI 2.2 - Year One Retention Rate: Data Collection and Importance

The Year 1 Retention Rate data used here represents the percentage of first-time, full-time bachelor's degree-seeking students who were retained at SUU from year one to year two of their studies (e.g., a student of the fall 2017 cohort who enrolled at SUU in fall 2018). This score reflects the overall percentage of students who were retained at SUU, as opposed to any given department or degree program.

Retention is important for several reasons:

- Retention informs accreditation decisions;
- Retention increases cost effectiveness. It is far more efficient for the institution to retain a current student, rather than to recruit a replacement;
- Retention is a civic expectation. Institutions of higher education owe a responsibility of developing citizens who help to improve the community and their societies;
- Retention helps with workforce development; State institutions typically receive tax assessments so it is important to produce an educated workforce;
- Retention helps students to achieve their educational goals and to do so in a timely manner. This is inherently important and at the heart of everything the university does.

### KPI 2.2 - Year One Retention Rate: Plans for Improvement

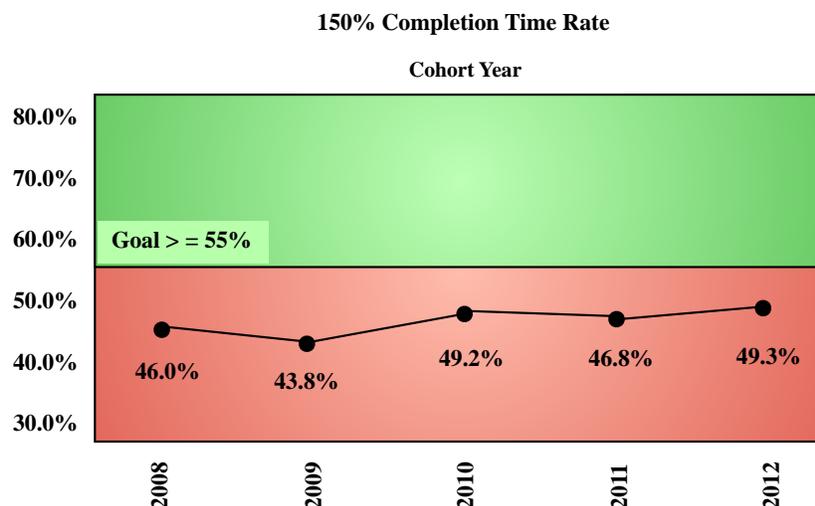
There is an immense amount of research showing that positive learning environments are crucial to a student's academic performance and educational outcomes. A positive learning environment is one that creates an atmosphere where all students, regardless of their backgrounds, (a) are engaged and valued in the classroom learning environment; (b) have access to the learning facilities and resources and student services provided by the learning organization; (c) are able to participate in building new social networks and join learning communities connected to their study interests; and (d) invite students to take risks and to question their own and their peers' thinking and acting.

The University has implemented First-Year Experience programs that have raised SUU’s retention rate to a historic high of 73% (an increase of 11.5% over the last three years). Southern Utah University continues to improve retention by creating a positive learning environment, and through the Division of Student Affairs, has developed and implemented an internally developed, cost-efficient improvement model. Using the acronym ‘ASCEND’ (Affordability; Support; Culture; Engagement; Nudges; Data), Student Affairs personnel are engaged in highly active student advisement and retention methods. The statement below is taken from the ASCEND description:

- *Affordability - We successfully created, and we continue to implement, numerous creative programs on our campus to assist students in covering the costs of their education.*
- *Support - We launched and continue to train and focus on holistic, individualized support for each student.*
- *Culture - We worked hard to shift the culture on campus to get all parts of the institution working together. We will continue to maintain this culture.*
- *Engagement - We continue to get to know our students individually to ensure that each of them feel at home, have a support network, feel connected to campus, and know that we care about them and their success.*
- *Nudges - We continue to focus our limited time, energy, and money on those students who need us most, when they need us most. The right nudges at the right time have become key to our success and we will continue to improve these nudges.*
- *Data - Finally, we will continue to collect the right data, analyze it, report it in a digestible way to those using it, identify trends, and learn from continuous feedback.*

### KPI 2.3 - 150% COMPLETION RATE

- Related Core Theme: *Excel* – SUU excels through a commitment to high-quality outcomes and student achievement.
- Related Strategic Plan Objective: 4.1.1
- Related NWCCU Standards: 2.D.3, 2.D.10
- Responsible Party: Jared Tippets
- Measure Used: Graduation rate for students in 150% of time (6 years for BA/BS degrees)
- Targets: Greater than 55% graduation rate over 6 years
- Current Status: **Not Achieved** (2012 Cohort Graduation Rate: 49.3%)



### KPI 2.3 - 150% Completion Rate: Data Collection and Importance

The data shown here represents the percentage of first-time, degree-seeking students (of every degree type) who completed a degree from SUU within 150% of the expected completion time from the first semester in which they enrolled at SUU:

- A bachelor's degree within six years, OR
- An associate degree within 3 years, OR
- A certificate in 1.5 years.

The completion rate reflected here shows the overall percentage of students who graduated from SUU, and not the percentage of any specific major or academic program.

Graduation rates are important to monitor for several reasons. First, graduation rates serve as a measure of accountability by showing that institutions are doing what they promise to do, i.e., graduate students. Second, graduation rates demonstrate whether the institution is concerned about the costs of education and can put students on the best course to finish their education on time. Finally, graduation rates send a message to students about the type of academic and social support they will receive by faculty and staff while attending the institution.

### KPI 2.3 - 150% Completion Rate: Plans for Improvement

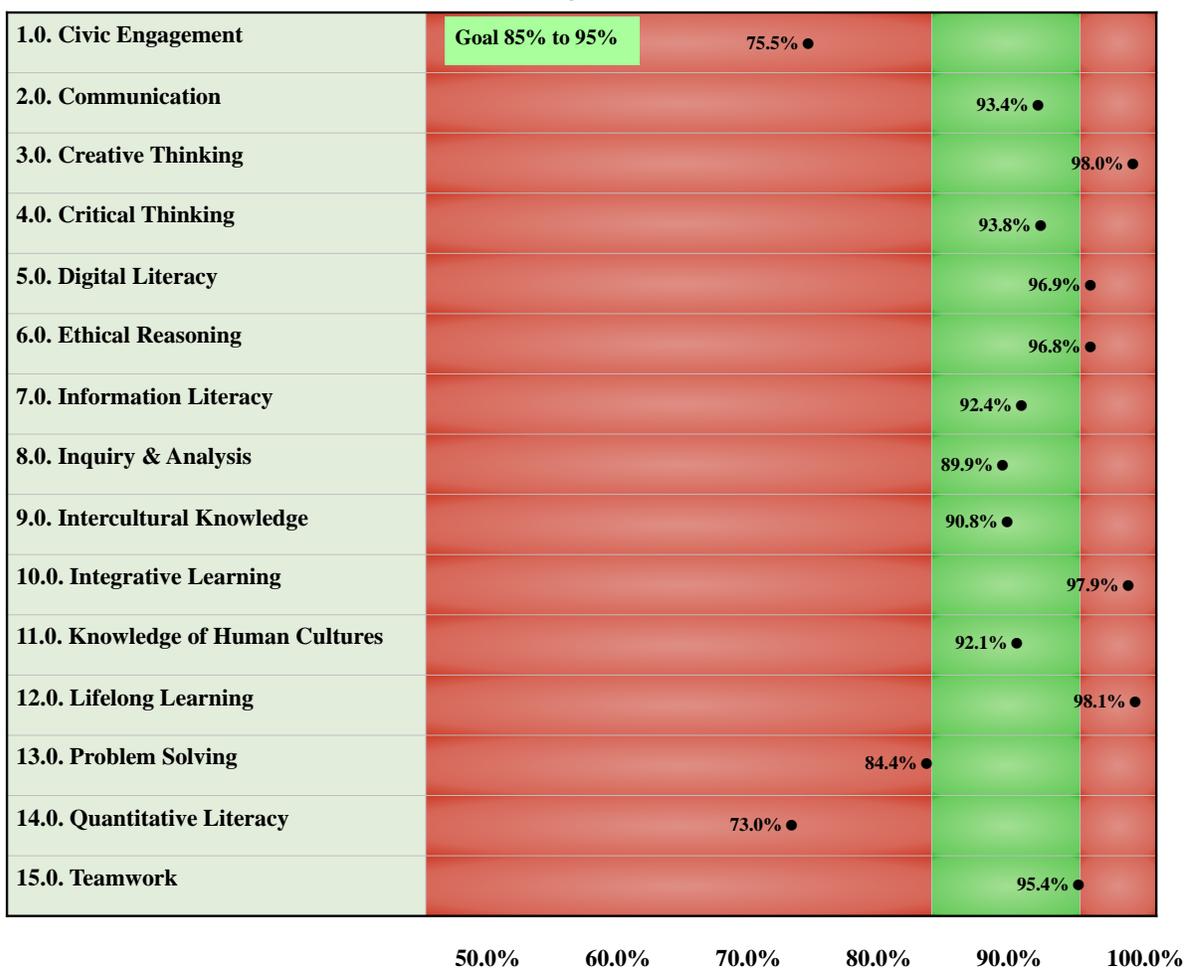
As mentioned in KPI 2.2, the university has made significant improvement in retention. In an attempt to similarly improve the graduation rate, SUU created a Sophomore -Year Experience program to combat the 'sophomore slump' and help more students graduate.

The program revolves around six main pillars: (1) programming, (2) mentoring, (3) core competencies, (4) major and career selection, (5) seminars and workshops, and (6) roadmaps and planning. Monitoring the success of this program will provide additional data for the university to act upon.

### **KPI 2.4- PASS RATE FOR ESSENTIAL LEARNING OUTCOMES (ELO)**

- Measure Used: Aggregated data showing passing grades (C or above) for courses reporting an ELO as part of the student learning outcomes
- Targets: For all ELOs a pass rate between 85-95%
- Current Status:
  - Civic Engagement - **Not Achieved** (2017-18 Score: 75.5%)
  - Communication - **Achieved** (2017-18 Score: 93.4%)
  - Creative Thinking - **Not Achieved** (2017-18 Score: 98.0%)
  - Critical Thinking - **Achieved** (2017-18 Score: 93.8%)
  - Digital Literacy - **Not Achieved** (2017-18 Score: 96.9%)
  - Ethical Reasoning - **Not Achieved** (2017-18 Score: 96.8%)
  - Information Literacy - **Achieved** (2017-18 Score: 92.4%)
  - Inquiry and Analysis - **Achieved** (2017-18 Score: 89.9%)
  - Intercultural Knowledge - **Achieved** (2017-18 Score: 90.8%)
  - Integrative Learning - **Not Achieved** (2017-18 Score: 97.9%)
  - Human Cultures and the Physical World - **Achieved** (2017-18 Score: 92.1%)
  - Lifelong Learning - **Not Achieved** (2017-18 Score: 98.1%)
  - Problem Solving - **Not Achieved** (2017-18 Score: 84.4%)
  - Quantitative Literacy- **Not Achieved** (2017-18 Score: 73.0%)
  - Teamwork - **Achieved** (2017-18 Score: 95.4%)

### Pass Rate for Essential Learning Outcomes (ELOs) in GE Classes



#### KPI 2.4- Pass Rate for ELOs: Data Collection and Importance

The data shown here reflects the pass rate (a grade of “C” or above) for courses reporting an ELO as part of the student learning outcomes.

At SUU, the focus on pass rates for Essential Learning Outcomes (ELOs) is primarily found within the General Education program. In the context of General Education, pass rates for ELOs are important because they indicate successful acquisition of a “baseline” level of competence and serves as foundation for further study at SUU. In what follows, a brief overview of SUU’s General Education program and how pass rates for ELOs are gathered

SUU’s General Education (GE) requirements are largely established by Regent Policy R470. As such, there is a common set of GE requirements throughout all of the eight institutions within the Utah System of Higher Education (USHE). Within the “core” requirements, R470 identifies three categories: American Institutions (3 credits), Written Communication (6 credits), and Quantitative Reasoning (3-4 credits). Within the “knowledge” area requirements, R470 identifies five categories (3 credits each): Fine Arts, Humanities, Life Sciences, Physical Sciences, and Social and Behavioral Sciences. An additional GE category, unique to SUU, is the Integrated Learning knowledge area.

For three full academic years (2014-15, 2015-16, and 2016-17), SUU faculty teaching GE courses were required to report ELO assessment information in rubrics built into Canvas (SUU’s official Learning

Management System). During this period of time, faculty submitted ELO assessment and official data dashboards were maintained and the GEC reviewed these data regularly. This review included “participation” rates by faculty (including both overall participation and participation by GE category), as well as student “performance” measures (percent of students achieving a “1” or higher on the corresponding ELO rubric in Canvas).

As a result of examining these data dashboards, the GEC worked closely with the Center of Excellence for Teaching and Learning (CETL) to offer targeted professional development workshops for faculty. These particular workshops focused on ELOs (such as Creative Thinking, Critical Thinking, and Communication) and engaged faculty in discussions about alignment of learning outcomes, assessment methods and rubrics, and best practices for reporting assessment information in Canvas.

In some cases, faculty meetings were held by departments to discuss ELO data. For example, the Department of Mathematics met to discuss the Quantitative Literacy ELO that was mapped to the Quantitative Reasoning GE category. Because only MATH courses are included in this GE category, the department orchestrated meetings to deliberate about assessment methods and strategies for reporting assessment information in Canvas.

While participation rates by faculty were quite high (with approximately 55% of courses reporting assessment information), and assessment scores submitted for individual students demonstrated very good coverage of SUU’s overall student body (averaging nearly 4,000 students for Fall semesters), there were still some significant limitations of this “coverage” model. For example, faculty did not feel a sense of ownership over the ELOs assigned to their GE courses. Likewise, the requirement to submit ELO assessment information was approached as a matter of “compliance” and so authentic (trustworthy, reliable, accurate) data was not necessarily being submitted (if any assessment data was submitted at all).

Given these limitations, during the 2017-18 academic year the GEC engaged in a structured reflection process with the hopes of changing the ELO assignments to the different GE categories. This included distributing surveys to faculty (collecting their input about the best “fit” between the ELOs and the GE categories), hosting open forums with faculty, and developing alternative models for assigning ELOs to the GE categories.

In light of this deliberative approach, and finding no consensus among the faculty (or the GEC members) about how to assign ELOs to the GE categories, the GEC adopted a new approach according to which faculty teaching GE courses would be free to select any two ELOs and report assessment information about those. In other words: there would be no official “mapping” of ELOs to GE categories. This new approach would allow faculty to determine which two ELOs best fits with their GE course.

The 2018-19 academic year was used as a “transition” period to implement these changes. Starting in Fall 2019 and beyond, this new strategy will be in place. The GEC will study carefully the patterns that result from faculty having the freedom to choose which ELO they determined to be the best fit with the GE courses. Likewise, the CETL can offer professional development workshops and attract faculty who identify those ELOs as relevant to their teaching goals.

#### KPI 2.4- Pass Rate for ELOs: Plans for Improvement

Moving forward, the General Education Committee (GEC) will continue to monitor the pass rates for Essential Learning Outcomes (ELOs). Where pass rates for ELOs fall below established goals, the GEC will collaborate with the Center of Excellence for Teaching and Learning (CETL) and offer professional development for faculty related to alignment of learning outcomes with assessment methods and the submission of ELO assessment information. Likewise, the GEC will continue to review all GE courses to ensure ELOs are a significant part of each GE course.

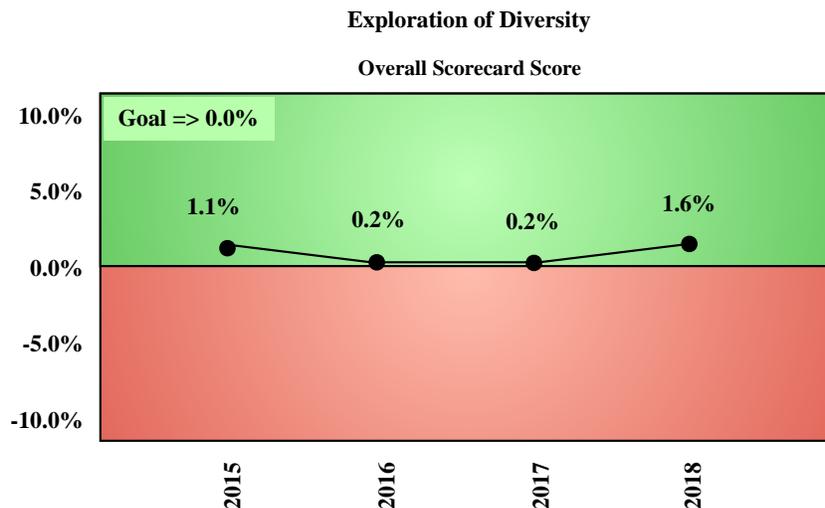
### KPI #3 - EXPLORATION OF DIVERSITY AND A CAMPUS ENVIRONMENT

The data collected for KPI #3 relates primarily to how the university provides all students with a safe and welcoming campus life, the opportunity to engage with others from different backgrounds, the freedom to express thoughts and ideas, and general satisfaction with the campus environment. Under the direction of Vice Presidents Robert Eves and Jared Tippets, and Assistant to the President for Diversity and Inclusion Schvalla Rivera, these measures are currently collected from the NSSE and SSI surveys using student responses related to safety, diversity, counseling services, engagement, and campus satisfaction. Also reported are learning outcomes for ELOs closely associated with diversity.

The score for KPI 3.3 represents all of the data collected in support of that indicator. However, because of the greater depth of data studied, KPIs 3.1 and 3.2 use an aggregated score that has been tallied using the same formula outlined in [KPI 1](#), and it is this target and score that is represented on the scorecard. The disaggregated sub-scores for KPIs 3.1 and 3.2 are available in the dashboard simply by leaving the scorecard view and clicking on the corresponding KPI tab.

#### KPI 3.1 - EXPLORATION OF DIVERSITY AGGREGATED VIEW

- Related Core Theme: *Explore* - SUU explores diverse ideas, disciplines, skills, cultures, and places.
- Related Strategic Plan Objectives: 1.1.1, 1.2.1, 1.2.3
- Related NWCCU Standards: 2.D.2, 2.D.3
- Responsible Party: Schvalla Rivera
- Measures Used: An aggregated score using NSSE and SSI survey questions related to:
  - (NSSE) Discussions with Diverse Others
  - (NSSE) Understanding People of Other Backgrounds
  - (SSI) Satisfaction with the University Commitment to Diversity and Freedom of Expression
  - (SSI) The Importance/Satisfaction Gap Related to Diversity and Freedom of Expression
- Overall Target for Aggregated Indicator: A score of equal to or greater than 0.0%
- Current Status for Aggregated Measure: **Achieved** (2017-18 Score: 1.6%)



#### KPI 3.1 - Exploration of Diversity: Data Collection and Importance

An aggregate score for Exploration of Diversity is important to the university because equity and inclusion for all students is critical to the institution's ability to meet its stated themes of exploring diverse ideas and cultures to provide transformative learning experiences. The data represented by the chart above shows a composite score of a number of different measures and related sub-scores that have been aggregated into one overall score, [using the same method described in KPI 1.2](#).

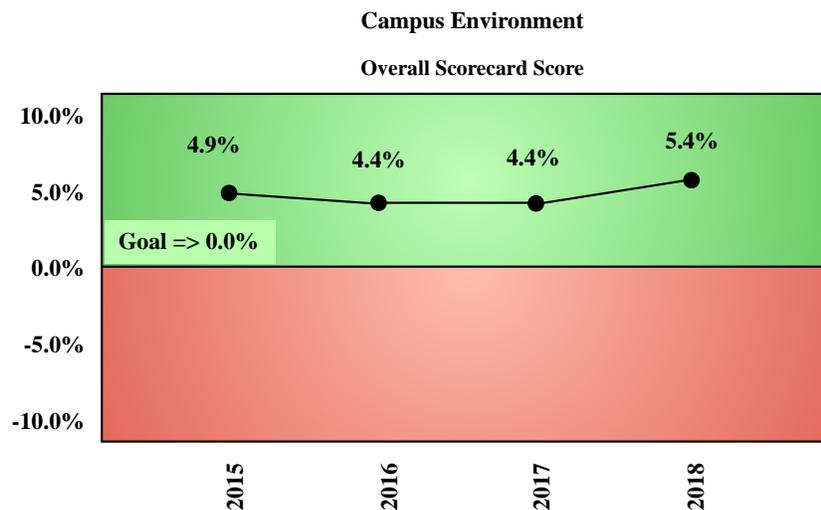
### KPI 3.1 - Exploration of Diversity: Plans for Improvement

The Assistant to the President for Equity and Inclusion has developed a Diversity Action Plan which supports the University's Strategic Plan. The following initiatives have been developed in order to improve opportunities to explore diversity at SUU:

- Initiative #1: Establish and publish a comprehensive diversity calendar of events, celebrations, historic dates, trainings and holidays.
- Initiative #2: Create opportunities for open diversity forums for students, faculty and staff. Monthly forums will focus on a contemporary issue or topic selected by the Chief Diversity Officer.
- Initiative #3: Provide and support ongoing opportunities for Diversity, Equity and Inclusion education and training.

### **KPI 3.2 - CAMPUS ENVIRONMENT AGGREGATED VIEW**

- Related Core Theme: *Engage* - SUU creates engaged, intentional, and transformative learning experiences.
- Related Strategic Plan Objectives: 1.1.1, 1.2.1, 4.1.1
- Related NWCCU Standards: 2.D.2, 2.D.3
- Responsible Party: Robert Eves
- Measures Used: NSSE and SSI survey questions related to:
  - (NSSE) Quality of Interactions
  - (NSSE) Supportive Environment
  - (NSSE) Overall Satisfaction (overall evaluation and recommendation to others)
  - (SSI) Overall Satisfaction (overall evaluation, has the experience met expectations, would you enroll again)
  - (SSI) Specified Satisfaction Rating (availability of counseling services, unbiased and fair faculty, welcoming and safe environment, helpful staff)
  - (SSI) Importance/Satisfaction Gap related to the Satisfaction Rating above
- Overall Target for Aggregated Indicator: A score of not less than 0.0% in a range of +10 to -10%
- Current Status for Aggregated Measure: **Achieved** (2018 Score: 5.4%)



### KPI 3.2 - Campus Environment: Data Collection and Importance

The aggregate score for Campus Environment is important to the university because it shows that the campus atmosphere is conducive to learning and the free exchange of thoughts and ideas. Environmental safety and freedom is key to the university being able to meet its stated teaching and learning goals. The

chart above shows a composite score of a number of different measures and related sub-scores that have been aggregated into one overall score, using the same method described in KPI 1.2.

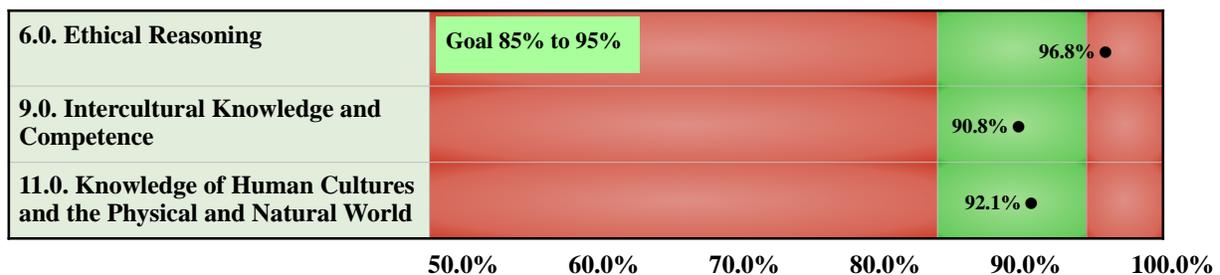
**KPI 3.2 - Campus Environment: Plans for Improvement**

The primary way in which Southern Utah University intends to improve the campus environment is to continue to survey, on a regular basis, student perception of their environment, and act on that data. Research has consistently demonstrated that students’ learning, behavior, and retention are associated with their perceptions of the learning environment.

By exploring students’ perceptions, SUU can use its learning environment as a potential leverage point for educational reform. The “active intervention” style of student advisement has led much of this effort and the resulting improvement. Data collected through student surveys will continue to guide this process, and the actions that result.

**KPI 3.3 - DIVERSITY LEARNING OUTCOMES**

- Related Core Theme: *Engage* - SUU creates engaged, intentional, and transformative learning experiences.
- Related Strategic Plan Objectives: 1.2.1, 3.1.1
- Related NWCCU Standards: 2.C.9, 2.C.10, 2.C.11
- Responsible Party: Robert Eves
- Measures Used: Aggregated data showing passing grades (C or above) for courses reporting an ELO #6 (Ethical Reasoning), ELO #9 (Intercultural Knowledge), and ELO #11 (Human Cultures and the Physical World) as part of the student learning outcomes
- Targets: For the ELOs above, a pass rate between 85-95%
- Current Status:
  - ELO #6 Ethical Reasoning - **Not Achieved** (2017-18 Score: 96.8%)
  - ELO #9 Intercultural Knowledge - **Achieved** (2017-18 Score: 90.8)
  - ELO #11 Human Cultures and the Physical World - **Achieved** (2017-18 Score: 92.1)



**KPI 3.3 - Diversity Learning Outcomes: Data Collection and Importance**

The data shown here reflects the pass rate (a grade of “C” or above) for courses reporting an ELO as part of the student learning outcomes.

As mentioned in KPI 2.4, the ELOs are primarily found within the General Education (GE) curriculum. As with all ELOs, those related to diversity are important because they indicate successful acquisition of a “baseline” level of competence and serves as foundation for further study at SUU. The three specific ELOs listed above help to ensure students are provided with a foundation to explore issues related to diversity. To ensure that courses meet the ELO standards, the General Education Committee (GEC) engages in a systematic review of GE course syllabi and can monitor the ways in which diversity is integrated into different aspects of the GE program.

In academic departments, matters related to diversity appear frequently in program learning outcomes, department mission statements, and individual course topics. Likewise, many departments employ HIPs

that help to serve historically underrepresented students and close the achievement gap. These are revealed in the annual Unit Effectiveness Plans. For example, the Department of Political Science and Criminal Justice includes the following statement in their Department Mission: “Through their studies, our students develop a respect for diversity and ethical values as the core of social thought.” The Department of History, Sociology, and Anthropology includes the following program learning outcome for the Anthropology major: “Understand, describe, and critically assess inequalities based on race, ethnicity, class, gender, sexualities, immigration status, etc.” Finally, in the Department of Kinesiology and Outdoor Recreation, individual courses are designed to provide students with learning opportunities that integrate diversity. One course, ORPT 2040, includes topics related to environmental values that combine Native American and Indigenous cultures, environmental justice, and international perspectives regarding the human-nature relationship. These examples (department mission statements, program learning outcomes, and individual courses) demonstrate the importance of the “Exploration of Diversity” KPI and how it is embedded in meaningful aspects of various academic programs.

Likewise, results of NSSE and SSI survey responses are made available to departments through data dashboards maintained by the OPIE staff, and survey results for these KPIs can be explored in greater detail by individual departments as well as colleges/schools. Meetings of the Associate Dean’s Council includes regular presentations by the Executive Director OPIE to support meaningful use of data dashboards related to program improvement, completion of annual UEPs, and updates to both curriculum and pedagogy to better serve SUU students.

#### KPI 3.3 - Diversity Learning Outcomes: Plans for Improvement

As the GEC monitors ELOs related to diversity, it will work with the Center of Excellence for Teaching and Learning (CETL) to develop professional development opportunities for faculty to further integrate diversity topics into both their curriculum and their pedagogy. Review of syllabi by the GEC helps to reveal faculty who have existing strengths in the area of diversity and can be recruited to lead workshops for other faculty.

In academic departments, regular discussions related to the annual UEPs and consideration of survey results prompts revisions to major requirements, adjustments to course content, and adoption of improved teaching strategies to better support the Exploration of Diversity KPI.

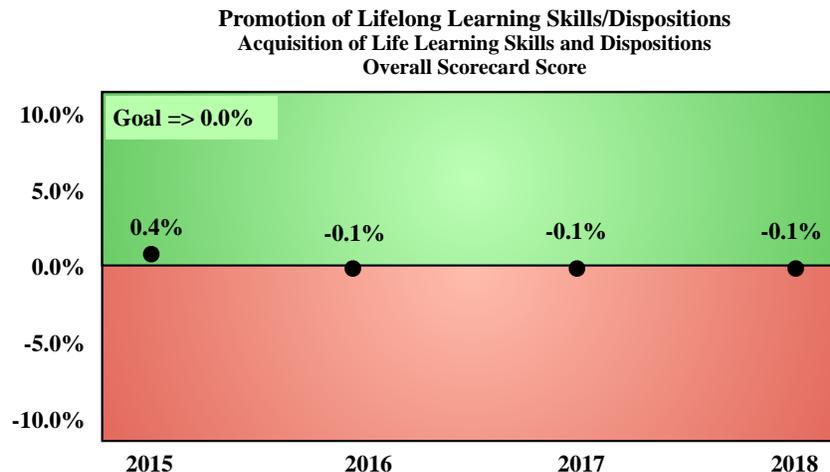
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## KPI #4 - PREPAREDNESS FOR POST-GRADUATION

The data collected for KPI #4 relates primarily to how the university prepares all students for life after graduation. Under the direction of Vice Presidents Robert Eves and Jared Tippets, these measures are collected from the NSSE and SSI surveys, and the IDEA Course Evaluations, focusing on lifelong learning and career preparedness, including application of skills, critical and independent thinking, teamwork, and the acquisition of career-related skills. The dashboard for this KPI shows aggregated scores for both Promotion of Lifelong Learning Disposition (indicated here as KPI 4.1), and Career Preparedness (indicated here as KPI 4.2).

### KPI 4.1 - PROMOTION OF LIFELONG LEARNING: AGGREGATED VIEW

- Related Core Theme: *Explore* - SUU explores diverse ideas, disciplines, skills, cultures, and places.
- Related Strategic Plan Objectives: 4.1.1, 6.1.1
- Related NWCCU Standards: 2.C.1, 2.D.10
- Responsible Party: Robert Eves
- Measures Used: NSSE survey questions and ELO related to Lifelong Learning:
  - NSSE Learning Strategies Indicator (Freshmen vs. Seniors)
  - NSSE Lifelong Learning Question (Freshmen vs. Seniors) - Reviewed notes after class?
  - NSSE Lifelong Learning Question (Freshmen vs. Seniors) - Discussed course topics with professor outside of class?
  - NSSE Lifelong Learning Question (Freshmen vs. Seniors) - Examined the Strengths and Weaknesses of my own viewpoints?
  - NSSE Lifelong Learning Question (Freshmen vs. Seniors) - Tried to better understand someone else's viewpoint?
  - NSSE Lifelong Learning Question (Freshmen vs. Seniors) - Connected your learning to societal issues?
  - NSSE Lifelong Learning Question (Freshmen vs. Seniors) - Applied facts, theories, or methods to practical problems?
  - NSSE Lifelong Learning Question (Freshmen vs. Seniors) - Formed new ideas or understanding from various pieces of information?
  - SUU Lifelong Learning ELO
- Overall Target for Aggregated Indicator: A score of not less than 0.0% in a range of +10 to -10%
- Current Status for Aggregated Measure: **Achieved** (2018 score 0.1%)



#### KPI 4.1 - Promotion of Lifelong Learning: Data Collection and Importance

The Lifelong Learning ELO and its sub-components represent important competencies that all SUU students must have to be successful during their SUU education and beyond. In Summer 2019, a new set of NSSE and SSI questions were identified to support KPI 4.1. Previously, questions from end-of-term course evaluations (IDEA) were used to inform this KPI. However, the use of the IDEA course evaluation instrument was discontinued in May 2019 and a new course evaluation instrument is being developed by the Faculty Senate. Due to this state of flux with IDEA, the Lifelong Learning KPI has been re-conceived.

Lifelong Learning is an Essential Learning Outcome (ELO) identified by AAC&U and is defined as “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.” As an ELO, assessment results related to Lifelong Learning are submitted through Canvas for both GE and non-GE courses.

As an ELO, there is a corresponding Lifelong Learning VALUE Rubric. That particular rubric includes several key sub-components described in detail, including: Curiosity, Initiative, Independence, Transfer, and Reflection. In addition to drawing on the Lifelong Learning ELO assessment information, these sub-components were used to identify key NSSE and SSI questions to further inform this KPI and will serve as a more stable, consistent baseline to support the Lifelong Learning KPI.

#### KPI 4.1 - Promotion of Lifelong Learning: Plans for Improvement

With a renewed focus on Lifelong Learning (both the ELO and the corresponding NSSE and SSI survey questions related to its sub-components), SUU is poised to make improvements regarding this KPI.

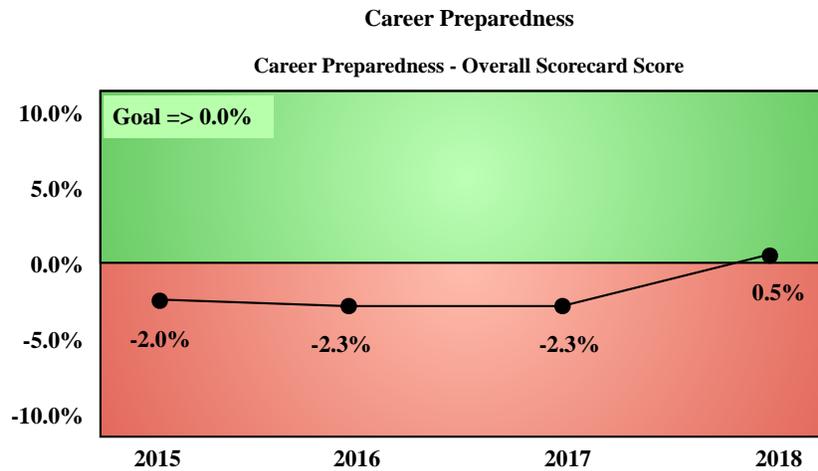
In the upcoming year, efforts will be focused on ensuring that the Lifelong Learning ELO is carefully integrated into individual courses and major requirements. These efforts can be initiated in Fall 2019 and reported in the annual UEPs submitted in Summer 2020. Additionally, various units within Academic Affairs includes special programming that supports sub-components of Lifelong Learning. For example, the Department of Languages and Philosophy hosts an annual international film festival and the Department of History, Sociology, and Anthropology supports programming related to Black History Month and Native American Week. Finally, SUU hosts an annual conference (Festival of Excellence) that brings faculty, students, and staff together for a day of interdisciplinary and collaborative presentations.

Likewise, there are important opportunities for continued collaboration between Academic Affairs and Students Affairs to support this KPI. For example, the NSSE survey question related to discussing “course topics, ideas, or concepts with a faculty member outside of class” is currently supported by Leavitt Center for Politics and Public Service. While the Leavitt Center already brings faculty, students, and staff together to discuss real-world issues outside of scheduled class times, this type of opportunity can be developed in other areas to bring faculty, staff, and students together to discuss real-world issues. These efforts might be developed in the Center for Diversity and Inclusion, the Tanner Center for Human Values, or First-Year Experience.

#### **KPI 4.2 - CAREER PREPAREDNESS: AGGREGATED VIEW**

- Related Core Theme: *Excel* – SUU excels through a commitment to high-quality outcomes and student achievement.
- Related Strategic Plan Objectives: 1.2.1, 1.3.1, 4.1.1, 4.2.1
- Related NWCCU Standards: 2.D.1, 2.D.3, 2.D.10
- Responsible Parties: Robert Eves/Jared Tippets
- Measures Used: NSSE and SSI student satisfaction questions related to:
  - (NSSE) Acquiring Job or Work-Related Knowledge and Skills (Freshmen vs. Seniors)
  - (SSI) Statement: I Received Help Needed Applying Major to Career Goals
  - (SSI) Statement: Mentors Are Available to Help Guide Life and Career Goals
  - (SSI) Statement: There Are Adequate Services to Help Me Decide on a Career
  - (SSI) Importance/Satisfaction Gap - I Received Help Needed Applying Major to Career Goals
  - (SSI) Importance/Satisfaction Gap - Mentors Are Available to Help Guide Life and Career Goals

- (SSI) Importance/Satisfaction Gap - There Are Adequate Services to Help Me Decide on a Career
- Overall Target for Aggregated Indicator: A score of not less than 0.0 in a range of +10 to -10
- Current Status for Aggregated Measure: **Achieved** (2017-18 score 0.5)



KPI 4.2 - Career Preparedness: Data Collection and Importance

An important aspect tracking career preparedness is to determine whether SUU’s academic programs and student support services are equipping graduates with the knowledge, skills, and abilities to seek meaningful employment and rewarding professional careers. For academic programs, tracking career preparedness can help ensure the curriculum is designed to deliver relevant content knowledge and applicable skills. Likewise, tracking career preparedness can help to ensure key student support services (specifically, the Career and Professional Development Center) offer programming that provides students with practical strategies for identifying and pursuing employment and career opportunities.

KPI 4.2 - Career Preparedness: Plans for Improvement

Moving forward, a collaborative project between Academic Affairs and Student Affairs may lead to significant improvements. Currently, academic programs find it challenging to gather robust survey responses from graduating students regarding post-graduation plans in routine program reviews (during annual Unit Effectiveness Plans (UEPs) and for structured 3-Year and 7-Year Program Reviews). In order to sharpen the data collection method for gathering more meaningful student responses to the post-graduation survey, this collaborative effort will include adjusting the specific questions asked on the survey. In turn, gathering more meaningful student responses will allow academic programs to make improvements to major requirements that better prepare students for post-graduation success.

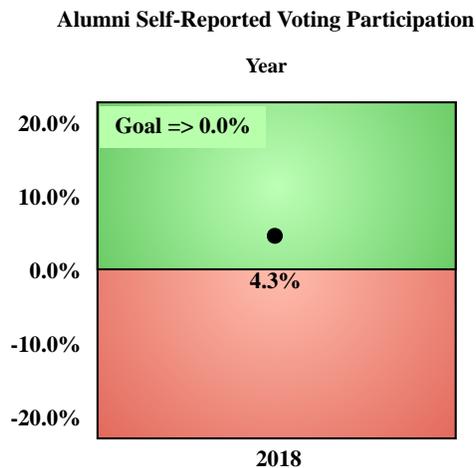
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## KPI #5 - COMMUNITY ENGAGEMENT

Community engagement describes the collaboration between SUU and its larger communities at the local, regional/state, national, and global levels. Engagement is desirable for the University as it looks to the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

### KPI 5.1 - COMMUNITY ENGAGEMENT: ALUMNI VOTING PARTICIPATION

- Related Core Theme: *Engage* - SUU creates engaged, intentional, and transformative learning experiences.
- Related Strategic Plan Objectives: 1.1.1, 1.2.1, 5.1.1, 5.1.2
- Related NWCCU Standards: 2.A.21, 2.A.28
- Responsible Parties: Robert Eves/Mindy Benson
- Measure Used: Alumni Association Survey
- Target: A score of equal to/greater than 0.0% above the median rate (90% in the case of presidential elections and 80% in the case of midterm elections)
- Current Status: **Achieved** (2018 election participation rate by alumni surveyed: 84.3%)



#### KPI 5.1 - Alumni Voting: Data Collection and Importance

Although there are a number of other ways to engage in civic and community activities, the act of voting in an election remains one measure of engagement that is regularly reported through the news media, the US Census, and many other outlets. Voter participation in this context is seen as an indicator of community engagement because participating in the election of local, state, and national leaders shows an interest in helping to guide the community, and to make certain that each citizen's "voice" is heard.

Because of its importance in showing community engagement, the university collects data through alumni surveys showing voter participation rates for SUU graduates. In the most recent survey (2018), 1088 responses were received. The score shown above represents the percentage of alumni who reported voting minus the target percentage for alumni voting. The target score is reported as 0% in the dashboard with a positive score indicating the target value has been exceeded, and a negative score indicating that the target has not been met.

This scoring approach is used because the target for alumni voting varies, depending on the type of election held during the reporting period. According to the US Census Bureau data on which this measure and target are based (Current Population Survey/Voting and Registration Supplement), voter participation in midterm elections is significantly lower than in presidential elections. Consequently, the target for self-reported SUU alumni voting is lower when the survey is administered in a year following a midterm election year than in a year following a presidential election year. In the case of midterm elections (such

as 2018) the 0% score represents a value of  $\geq 65\%$ , voter participation or above, while in presidential years, the 0% value moves to  $\geq 90\%$ .

**KPI 5.1 - Alumni Voting: Plans for Improvement**

The primary plan for improvement in KPI 5.1 is a discussion related to the measure and target being used, and whether or not they are as meaningful as they might be. Conversations are underway between OPIE and alumni staff regarding the survey instrument used to gather the underlying data shown here, particularly related to causation. As a result of these conversations, it is likely that the survey questions related to alumni community service will be re-worded, and additional questions may be included.

In addition to fine-tuning the alumni survey questions, the SUU Alumni and Community Relations office continues to engage in a number of activities both on-campus and among the alumni community to encourage voter participation. During the 2019-20 academic year, these activities will include:

- Encouraging voter participation in all alumni communications (newsletter, email, and social media)
- Former US Secretary for Health and Human Services (and SUU alumnus) Michael O. Leavitt is scheduled to produce a short, op-ed type video for SUU students on the importance of voting. This video will be shared on all SUU social media platforms
- A fall semester “get-out-the-vote” registration campaign sponsored by the Michael O. Leavitt Center for Politics and Public Service.

**KPI 5.2 - COMMUNITY ENGAGEMENT: CARNEGIE COMMUNITY ENGAGEMENT**

- Related Core Theme: *Engage* - SUU creates engaged, intentional, and transformative learning experiences.
- Related Strategic Plan Objectives: 1.1.1, 1.2.1, 5.1.1, 5.1.2
- Related NWCCU Standards: 2.A.21, 2.A.28, 2.D.5, 2.D.6
- Responsible Parties: Robert Eves/Mindy Benson
- Measure Used: The Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification
- Target for Aggregated Indicator: Classification as a Carnegie Community Engaged Institution (re-classification process is underway and concludes in 2020)
- Current Status for Aggregated Measure: **Achieved** (2010 Classification)

**Carnegie Community Engaged Institution**

		Yes	No
<b>SUU is a Carnegie Community Engaged Institution</b>	2016	✓	
	2017	✓	
	2018	✓	

**KPI 5.2 - Carnegie Community Engagement: Data Collection and Importance**

Because the classification as an engaged institution is based on a large number of measures, targets, and outcomes, the scorecard view for this KPI is aggregated to a simple yes/no value. For additional information on the data used to determine classification status, please visit the current application for reclassification by clicking [here](#).

Classification as a Community Engaged Institution by the Carnegie Foundation is a voluntary standard that SUU has chosen to pursue. Classification is handled through a self-study process that is conducted every 10 years, with additional mid-cycle status reports due at five-year intervals. The self-study is a

comprehensive evaluation of the institutional commitment to community engagement in the following areas:

- Teaching and Learning
- Curriculum
- Co-Curricular Engagement
- Professional Activity and Scholarship
- Specific Community Engagement Initiatives
- Outreach and Partnerships

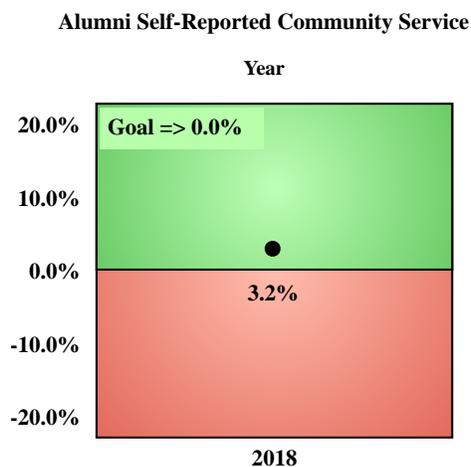
The importance of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

#### KPI 5.2 - Carnegie Community Engagement: Plans for Improvement

The university applied for continuing classification (or re-classification as it is referred to by the Carnegie Foundation) during the 2018-19 academic year. The results of the application process will be announced in December of 2019. Additional change in this KPI is anticipated as a new Provost is chosen during the fall of 2019.

#### **KPI 5.3 - COMMUNITY ENGAGEMENT: ALUMNI COMMUNITY SERVICE**

- Related Core Theme: *Engage* - SUU creates engaged, intentional, and transformative learning experiences.
- Related Strategic Plan Objectives: 1.1.1, 1.2.1, 5.1.1, 5.1.2
- Related NWCCU Standards: 2.A.21, 2.A.28
- Responsible Parties: Robert Eves/Mindy Benson
- Measure Used: SUU Annual Alumni Association Survey
- Target: A score of equal to/greater than 0.0% above the goal (0% in this chart is equal to 80% of alumni reporting community service)
- Current Status: **Achieved** (2018 service rate reported by alumni surveyed: 3.2%)



#### KPI 5.3 - Alumni Community Engagement: Data Collection and Importance

Although somewhat hard to measure, the act of community service is an important indicator that the university has achieved its goal of preparing graduates for “responsible citizenship in their communities and countries” (SUU Strategic Plan, Strategy #5). Because there is not any readily available, nationally normed data on alumni community service, the measure and target used are self-reported data from the

SUU alumni survey. The score shown here was generated by alumni responses to the following question from the annual alumni survey (N=1007):

- In the past 12 months, have you been engaged in any community service and/or volunteer activity, including those supported by any community, civic, religious, or charitable organization?

Alumni response showed that 83.2% had done some community service in the last 12 months. To determine the target to be used, a comparison was made to student responses in the 2013 and 2016 NSSE surveys to the following question:

- About how many hours do you spend in a typical 7-day week doing the following: community service or volunteer work?

The average of 2013 and 2016 senior class students reporting one or more hours of community service during a typical week was 68.1%. Although the questions are not identical, based on this comparison, a target of 80% for alumni being engaged in community service seemed both fair and realistic.

#### KPI 5.3 - Alumni Community Engagement: Plans for Improvement

The primary plan for improvement in KPI 5.3 is a discussion related to the measure and target being used, and whether or not they are as meaningful as they might be. Conversations are underway between OPIE and alumni staff regarding the survey instrument used to gather the underlying data shown here. As a result of these conversations, it is likely that the survey questions related to alumni community service will be re-worded, and additional questions may be added.

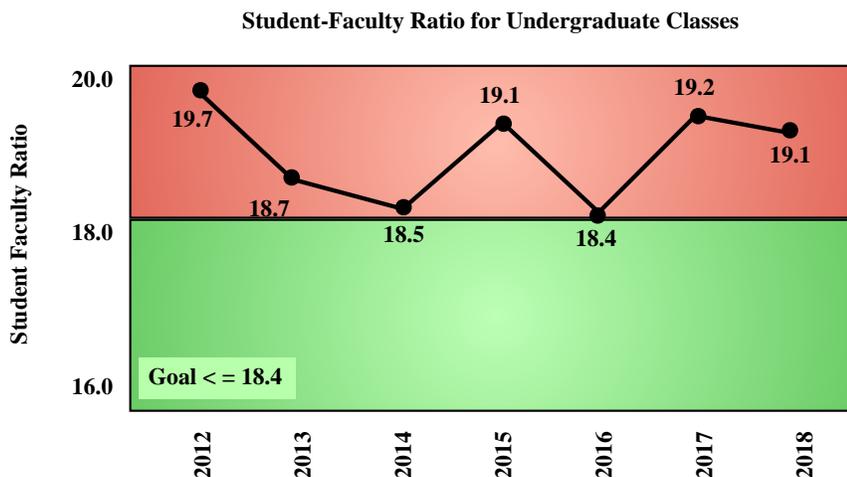
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## KPI #6 - EFFECTIVE USE OF RESOURCES

The data collected for KPI #6 relates primarily to the manner in which the University uses its fiscal resources in support of the functions of the institution. Under the direction of Vice Presidents Marvin Dodge, Robert Eves, and Stuart Jones, these scores measure university effectiveness in developing student enrollment, achieving desired student/teacher and student/advisor ratios, as well as the maintenance of facilities, IT support, and the university's overall audit score from the Utah State Budget Office.

### KPI 6.1 - STUDENT-TO-FACULTY RATIO FOR UNDERGRADUATE CLASSES

- Related Core Theme: *Engage* - SUU creates engaged, intentional, and transformative learning experiences.
- Related Strategic Plan Objectives: 2.3.3, 2.1.1
- Related NWCCU Standards: 2.C.1, 2.C.5
- Responsible Party: Robert Eves
- Measure Used: Student to faculty ratio for all budget-related undergraduate courses
- Target: A ratio of 18.0:1 or less
- Current Status: **Not achieved** (2018 Ratio - 19:1)



#### KPI 6.1 Student to Faculty Ratio: Data Collection and Importance

When defining the Student-to-Faculty Ratio for this measure, the University uses the count of faculty and students as a Full-Time Equivalency because it is more reflective of student instructional demand and faculty instructional capacity. Below is the formula representing SUU's Student-to-Faculty Ratio using this model:

$$SUU \text{ Student to Faculty Ratio} = \frac{\left( \frac{\text{Fall Student Credit Hours}}{15} \right)}{\left( \frac{\text{Fall Instructional Credit Hours}}{12} \right)}$$

SUU's Student-to-Faculty Ratio coincides with the Utah System for Higher Education (USHE) definitions of Student Full-time Equivalency and Faculty Full-time Equivalency.

The importance of this measure to the university lies primarily in helping to determine the instructor workload and the quality of the classroom experience. The university also touts in its marketing efforts

such slogans as “My Professor’s Know My Name” and other statements that help identify the institution as one that values relatively small class sizes.

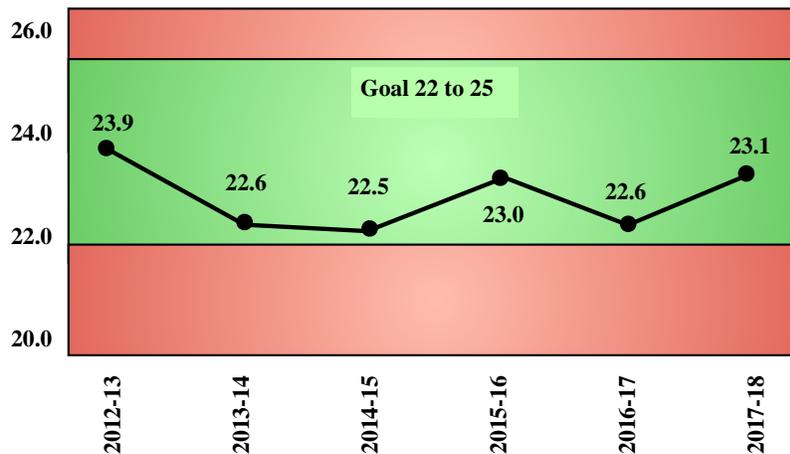
**KPI 6.1 Student to Faculty Ratio: Plans for Improvement**

When the strategic plan was developed, SUU’s Student-to-Faculty Ratio was near 18:1. Historically however, the ratio has been closer to 20:1. Prior to fall of 2019, the university had never attempted to forecast faculty needs for future terms. For fall 2019 a new process was created to forecast student enrollment growth and forecast how many new faculty are necessary to support that growth. That process uses the ratio of 18:1 as the planning metric for new students. In short, for every 18 new, full-time students, the university will add the equivalent of one new full-time faculty. For fall 2019 this means that approximately 15- 25% of students will enter school with an 18:1 ratio and the other 75- 85% of students will have entered with a ratio above 18:1. Over time, this new predictive process will move the university toward the target.

**KPI 6.2 - Student Credit Hours (SCH) per Instructional Credit Hours (ICH) for Undergrad Classes**

- Related Strategic Plan Objective: 2.3.2 and 2.3.3
- Related NWCCU Standard: 2.C.1, 2.C.5
- Responsible Party: Robert Eves
- Measure Used: Student Credit Hours (SCH) per Instructional Credit Hours (ICH) ratio for all budget-related undergraduate courses
- Target: A range of ratio values between 22 and 25
- Current Status: **Achieved** (2018 ratio - 23.1:1)

SCH per ICH for Undergraduate Classes



**KPI 6.2 SCH per ICH: Data Collection and Importance**

The most commonly used ratio associated with SCH per ICH is the Average Class Size. When SUU developed the Unit Effectiveness Plans, the SCH per ICH Ratio was established as an efficiency measurement of Student Credit Hours (SCH) produced per Instructional Credit Hour (ICH) or effort. These two metrics are the most granular evaluations of the amount instruction produced and the amount of instructional effort to produce it. While its classification is an efficiency metric, like the traditional average class size measurement, it is also an indicator of productivity. This metric was chosen over the average class size because it includes all types of instructional activity as opposed to only considering lecture type courses. Like the Student-to-Faculty Ratio, the SCH per ICH Ratio reflects the impact of enrollment on faculty workload and helps ensure a balance of instructional faculty as enrollments increase or decrease over time.

The equation for calculating the SCH per ICH Ratio is as follows:

$$SCH \text{ per } ICH = \frac{\text{Student Credit Hours}}{\text{Instructional Credit Hours}}$$

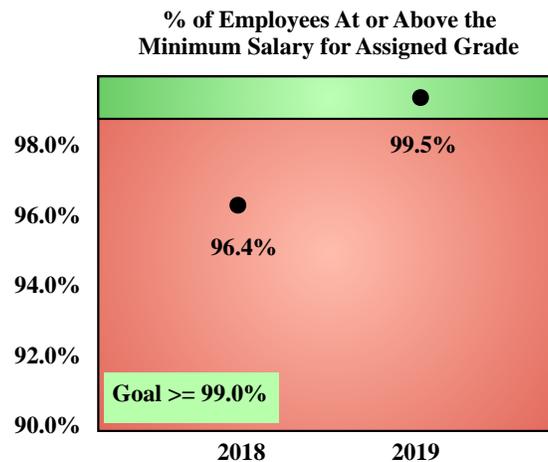
This importance of this measure to the university lies primarily in helping to determine the instructor workload and the quality of the classroom experience.

#### KPI 6.2 SCH per ICH: Plans for Improvement

As mentioned in the narrative for KPI 6.2 above, the SCH per ICH measure will continue to be closely monitored as part of the institutional efforts using predictive analytics.

#### **KPI 6.3 - EMPLOYEE COMPENSATION**

- Related Core Theme: *Engage* - SUU creates engaged, intentional, and transformative learning experiences.
- Related Strategic Plan Objective: 2.3.6
- Related NWCCU Standards: 2.B.2, 2.B.4, 2.B.5, 2.F.3, 2.B.6
- Responsible Party: Marvin Dodge
- Measure Used: Annual SUU Employee Compensation Study
- Target: 99% of employees at or above the minimum salary for their pay grade
- Current Status: **Achieved (2019 measure)**



#### KPI 6.3 Faculty and Staff Compensation: Data Collection and Importance

Because of its importance related to employee satisfaction, the university strives to be transparent and equitable in all of its budget processes, including faculty and staff compensation. During public hearings and meetings held while developing SUU's Strategic Plan, many concerns were expressed about the University's compensation system and the setting of annual adjustments. The Strategic Plan (Objective 2.3.6) outlines a desire to achieve a transparent compensation and classification system. To this end, a Compensation Committee was established to study SUU's compensation structure and make recommendations for a new process. Gallagher and Co. was secured as the University's consultant to aid in this eighteen month study. SUU has implemented the following changes to achieve this objective:

- A more comprehensive and closely aligned set of 47 peer institutions were identified to gather custom data from the College and University Professional Association - Human Resources (CUPA-HR) surveys for faculty and staff based on defined criteria that can be grouped into the following areas:

- Enrollment profile
- Carnegie classification
- Undergraduate enrollment
- Institutional Category
- Location (size and setting)
- Public Institutions
- Graduation Rate
- Student to faculty ratio
- ACT Composite Score
- Undergraduate and graduate enrollment
- Core expenses/budget
- Instructional Staff
- A staff salary grade structure was established with 25 grades determined by matching job duties in individual job descriptions with corresponding benchmarks and then placing them into the appropriate pay grade.
- Faculty pay grades were established based on individual disciplines using rank and tenure status within each discipline.
- The method of range penetration (percentage of the range maximum) replaced the prior concept of comparing current salary to a percentage of the CUPA median. This has created a simpler explanation for both employee and supervisor in terms of current position and earnings potential within a given grade.
- \$500,000 in ‘hot-spot’ funding was allocated by formula through the President’s Cabinet and Deans in FY2020 addressing discrepancies where employees fall below the minimum salary of their assigned grade. Funds were also used to move employees along their range based on years in position to address compression and internal equity.
- Individual employee *Statements of Salary* for FY2020 will provide enhanced transparency to employees by providing their salary grade information, time in current position, and percentage of range penetration.

In addition to the steps above, a market comparison was conducted by Gallagher and Co. for faculty and staff positions. For each faculty discipline and rank, the percentage difference was calculated between the University employee’s current salary amount and the market salary comparison. For staff positions, Gallagher utilized benchmark data in CUPA as well as Mercer, Willis Towers Watson, and CompData, finding 320 position matches. They applied the same calculations comparing University employee salaries with market salaries. In general, positives (+) indicate the University pays above the market while negatives (-) indicate pay below the market. The following guidelines are used when determining the competitive nature of current actual compensation:

- +/- 5% (Highly Competitive)
- +/- 10% (Competitive)
- +/- 11-15% (Possible misalignment with the market)
- 15% or greater (Significant misalignment with the market)

Overall, the survey results for SUU showed that staff salaries were 2.09% below the market average, while faculty salaries were at 0.99% above the market average. Factors such as performance, turnover, and longevity will impact actual salaries and may explain some of the differences between the University and the market in actual salaries.

#### KPI 6.3 Faculty and Staff Compensation: Plans for Improvement

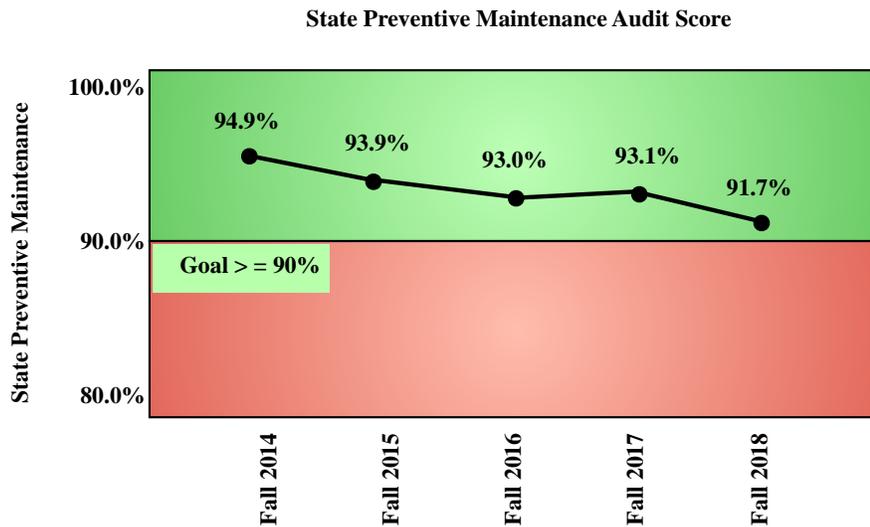
SUU signed a contract with PayFactors (cloud-based compensation management software) negotiated to enable a more robust and dynamic storage and analysis of salary and market data in the future. Through PayFactors the Human Resource Office will be able to more accurately track all employment data; access local, regional, state, national, and specific industry compensation data for compensation analysis; utilize a job description database/library to move toward more consistent job duties through benchmarks across the University; and overall, accurately feed data into the annual compensation model. Implementation of the system is nearly complete.

SUU will continue utilizing CUPA data as the most comprehensive compensation dataset for higher education. The primary strength of CUPA is for faculty positions which are tracked by discipline, lecturer, assistant, associate, and full professor as well as tenure status.

The SUU administration will continue to prioritize funding above the standard legislative approved compensation package to further address hot spots - moving people through their range as warranted, and provide merit, market, and retention funding to departments.

**KPI 6.4 - STATE PREVENTIVE MAINTENANCE AUDIT SCORE**

- Related Core Theme: *Engage* - SUU creates engaged, intentional, and transformative learning experiences.
- Related Strategic Plan Objective: 2.3.5
- Related NWCCU 2.G.1, 2.G.3, 2.G.5
- Responsible Party: Marvin Dodge
- Measure Used: Utah State Preventive Maintenance Audit Score
- Target: A score of 90% or higher
- Current Status: **Achieved** (2018 score - 91.7%)



KPI 6.4 Preventive Maintenance Score: Data Collection and Importance

Facilities Management at Southern Utah University uses a Preventative Maintenance Audit score (PM Audit score) as one of its key performance indicators. This score reflects the proficiency of facilities care as evaluated during biannual audits performed by the State of Utah Department of Facilities Construction and Management (DFCM). This intensive, third-party audit looks at 188 critical points in 17 different categories, including facilities administration and record keeping, deferred maintenance, custodial care, grounds and landscaping, mechanical infrastructure, building envelope, indoor air quality, interior finishes, and several other categories. A final audit score is generated as a weighted average of the 17 categories.

The state of Utah building officials at DFCM use this audit data, including the final score, to determine the eligibility of each state-owned facility for capital improvement funds which are appropriated annually by the Utah State Legislature and distributed by the State Building Board. An agency must score consistently above the 90th percentile to be eligible for these state funds. Southern Utah University has scored over the 90th percentile for more than a decade, indicating that the University facilities are being cared for according to State standards and the best practices recognized in the industry.

By consistently scoring over 90%, Southern Utah University is protecting more than 1.8M square feet of State assets, valued at over \$545M; and is able to secure between \$3M and \$5M in capital improvement funding each year. These funds are specifically appropriated for the repair, replacement, and development of campus infrastructure systems. Examples include the replacement and renewal of major cooling

systems, central heat plant and steam distribution systems, parking surfaces, electrical distribution equipment, building envelope elements such as windows and roofs, and many other infrastructure related projects. By statute, capital improvement funds are not to be used for programmatic requests unless approved explicitly by the Building Board and the director of DFCM. Additionally, Facilities Management at SUU uses the audit data to internally assess staffing levels, task assignments, maintenance focus points, administrative records, and funding allocations for the department.

#### KPI 6.4 Preventive Maintenance Score: Plans for Improvement

In the coming year, beyond routine building maintenance and numerous programmatic remodels, Facilities Management will be addressing deferred capital replacement needs in several areas. By prioritizing replacement projects according to ASHRAE equipment life expectations and campus maintenance records, SUU personnel are able to make capital replacement decisions which maximize equipment life. The goal is to orchestrate systems replacement before a catastrophic failure occurs, which may negatively affect campus operations and academic activities. Funded projects in the coming fiscal year include the following:

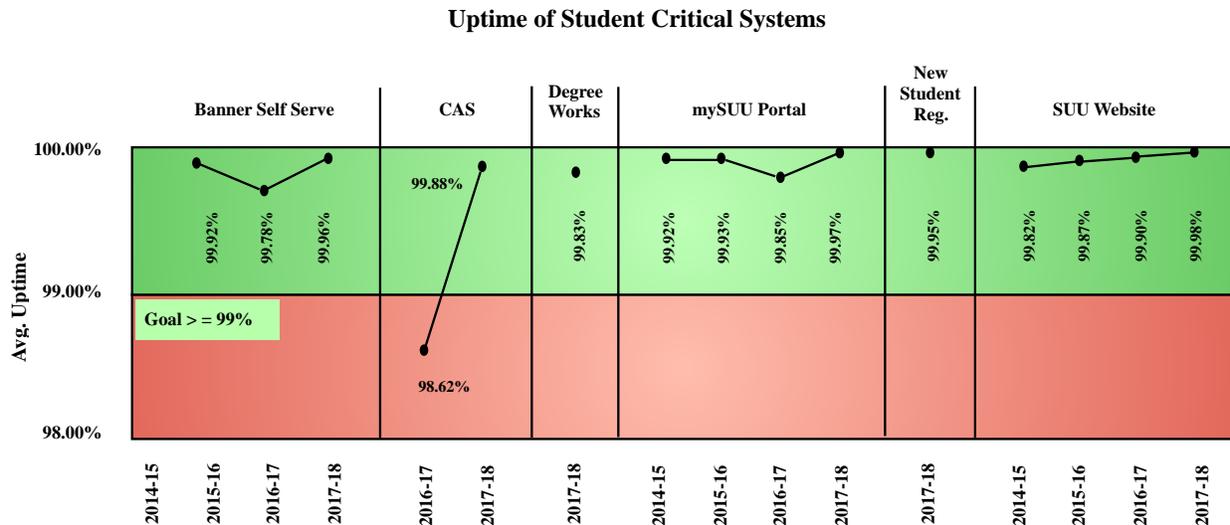
- Resurfacing of parking lots - Harris Center, Engineering and Technology (lot 8), Thunderbird park (lot 10), Event Center (lot 6)
- Building roof replacements - Eccles Coliseum, Electronic Learning Center
- Fire alarm upgrades - Hunter Conference Center
- Pedestrian safety upgrades - Harris Center, Music building south campus node, Hunter Conference Center
- Data cabling upgrade - Harris Center, Bennion building
- HVAC systems replacement - Hunter Conference Center, Eccles Coliseum, Library
- Window and door replacements - Hunter Conference Center, Randall Jones Theater
- ADA compliance - Library, Electronic Learning Center
- Electronic access control enhancements - numerous locations across campus
- Emergency generator replacement - PE building
- Overhead rigging replacement - Randall Jones Theater

In addition to this work, Facilities Management makes a concerted effort to anticipate future trends on campus and respond to administrative directives with ongoing strategic planning and leadership team discussions. These conversations provide objectives and action items that populate our Operations Plan and serve to guide our department in a cohesive manner.

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## KPI 6.5 - UPTIME OF STUDENT CRITICAL SYSTEMS

- Related Core Theme: **Engage** - SUU creates engaged, intentional, and transformative learning experiences.
- Related Strategic Plan Objective: 2.3.5
- Related NWCCU Standards: 2.G.5, 2.G.8
- Responsible Party: Marvin Dodge
- Measure Used: Critical Systems Uptime Report
- Target: A score of 99% or above
- Current Status: **Achieved** (2018 score - 99.9%)



### KPI 6.5 Uptime of Critical Student Systems: Data Collection and Importance

The Department of Information Technology (IT) has identified a few systems that are critical for student success for which they track the up-time (availability). This metric was selected because in order for the systems to be considered up and reachable, most other IT processes and systems also have to be functioning correctly. Additionally, this is a numerically measured metric which lends itself well to presentation in a dashboard. The IT department has monitoring systems in place allowing it to obtain the data needed to feed a dashboard and has set a goal of 99% up-time for student critical systems; which equates to no more than 432 minutes a month of downtime. Critical systems identified for tracking are:

- The SUU web site ([www.suu.edu](http://www.suu.edu))
- mySUU portal
- CAS ([login.suu.edu](http://login.suu.edu), the single-sign-on page that is used for authenticating to mySUU, Canvas, email, etc.)
- Banner Self-Serve
- Degreeworks

IT regularly patches its various systems to mitigate bugs and security vulnerabilities in the code. The Administrative Systems team recently deployed a redundant CAS (central authentication service) server which will significantly improve up-time on this key piece of infrastructure. This particular redundancy allows IT to take one server off-line for patches and other updates while the other server remains available for login services (allowing IT to continue providing services with little to no downtime). This upgrade provides enhancements to quality and security as well. In the past, IT only installed Banner upgrades and Oracle patches during two windows of the year (generally over holidays) resulting in a large backlog of upgrades and longer outages. With redundant servers, IT can install patches and updates on an ongoing basis with very little, if any, downtime. Since the CAS redundancy was implemented this system has an average uptime percentage at 99.9985%.

### KPI 6.5 Uptime of Critical Student Systems: Plans for Improvement

In an effort to remain current in the fast and ever-changing world of information technology, SUU has recently made significant investments in new software, equipment, and upgrades in support of strategic initiatives on campus. The following is a brief list of recent investments in the IT infrastructure, and budget request plans for the 2020 fiscal year:

- Funding for an additional FTE security employee was provided April 2016 (\$120,700)
- Campus-wide Cisco backbone upgrade – July 2017 (\$718,500).
- Software annual maintenance cost funding appropriated for FY 2020 (\$317,000) along with one-time funds for FY 2019 (\$32,000).
- Funding software cost escalations restores budget flexibility to IT which has been covering these costs from existing operating funds, in essence, limiting other needed projects.
- Next-gen Firewall equipment and software (\$230,000 one-time funding allocated for FY 2020). Approximately, \$70,000 in annual subscriptions are required and will be covered by ongoing funds freed up from the software maintenance appropriation.
- Crowdstrike anti-malware software (\$68,500) with coverage July 2017 through July 2020).

Another recent effort has been made in conjunction with Facilities Department, utilizing capital improvement funds to replace Ethernet switches and entirely re-cable at least one building on campus each summer. The following is a brief list of budgeted funds for this effort, and request plans for the 2020 fiscal year in support of this initiative:

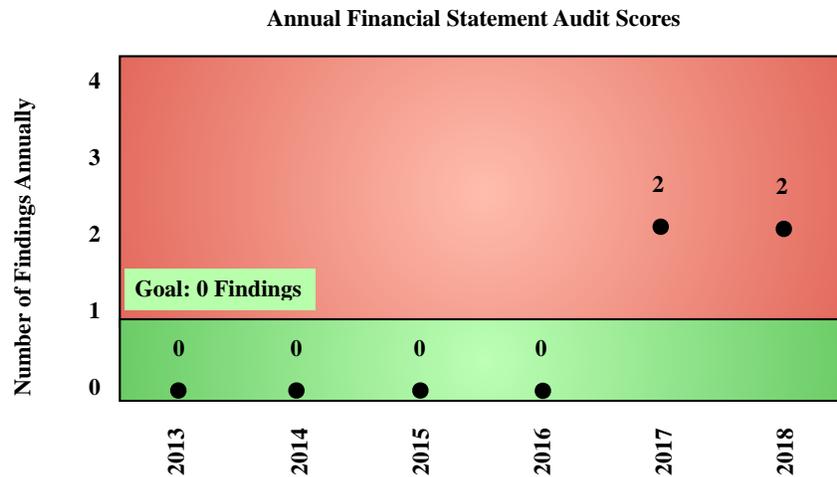
- FY 2018: \$240,000 for the Walter Maxwell Gibson Science Building
- FY 2019: \$145,000 for the Engineering and Technology Building
- FY 2020: \$400,000 for the General Classroom Building
- FY 2020: \$196,000 for the Bennion Building

In the near future, IT is exploring moving the [suu.edu](http://suu.edu) website to Amazon Web Services (AWS), a change that would likely improve uptime performance. The department is currently investigating this option to replace locally hosted servers. The biggest unknown associated with such a move would be costs related to network traffic in and out of the website. Statistics are being collected to assess the volume of traffic the website currently experiences to accurately estimate costs if it were moved to AWS.

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### KPI 6.6 - ANNUAL FINANCIAL STATEMENT AUDIT SCORE

- Related Core Theme: *Engage* - SUU creates engaged, intentional, and transformative learning experiences.
- Related Strategic Plan Objective: 2.3.5
- Related NWCCU Standards: 2.F.1, 2.F.2, 2.F.7
- Responsible Party: Marvin Dodge
- Measure Used: Utah State Financial Statement Audit Score
- Target: A score of “No Audit Findings”
- Current Status: **Not Achieved** (2018 score - 2 audit findings)



#### KPI 6.6 Financial Statement Audit Score: Data Collection and Importance

Each year the Utah State Auditor’s Office conducts an audit of SUU’s financial statements in accordance to generally accepted accounting standards as set by the Governmental Accounting Standards Board (GASB) and other regulatory bodies. These audits provide an assurance to the state taxpayers, financial institutions, federal and state agencies, and general constituents of the University that appropriate controls are in place to ensure financial stability and accountability of all funds.

During the 2018 Fiscal Year, the University had two audit findings that are being addressed within Accounting Services.

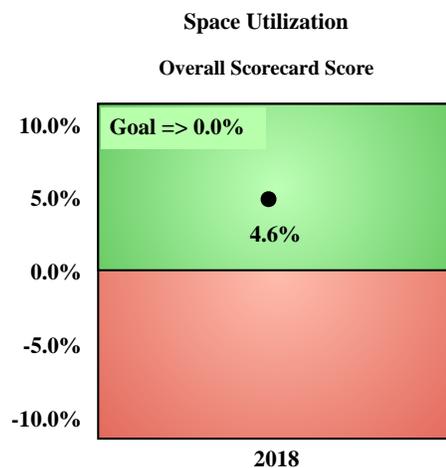
1. The first audit finding related to monitoring health and dental self-insurance claims to ensure claims paid are limited to benefit-eligible employees only. Several years ago, SUU switched to a self-insurance plan for health and dental benefits. Prior to this switch, the University relied on its contracted insurance provider to verify that individuals receiving benefit payments were benefit-eligible employees. Under the self-insurance plan, SUU continued to rely on the health benefit administrator for verification without realizing that the change had effectively shifted that responsibility to the University. To avoid any future difficulty, a random sample of claims is selected each month and compared against payroll records to verify benefit-eligible status for payments selected.
2. SUU’s second audit finding addressed reconciliation differences between the accounts receivable sub-ledger and the general ledger. Several changes have been implemented with employee turnover and supervisory responsibilities for accounts receivable to assist the process moving forward. The accounts receivable process within the institution’s current administrative system is quite complex, however, there is renewed confidence this issue will be resolved satisfactorily.

### KPI 6.6 Financial Statement Audit Score: Plans for Improvement

While the University, and more particularly the Accounting Services Department, strives to achieve its goal to have no audit findings during each annual financial statement audit, from time-to-time findings do occur that help improve institutional processes and procedures to safeguard the University's assets. Accounting Services remains committed to striving for the University goal to have no audit findings each year.

### **KPI 6.7 - SPACE UTILIZATION**

- **Engage** - SUU creates engaged, intentional, and transformative learning experiences.
- Related Strategic Plan Objective: 2.3.5
- Related NWCCU Standards: 2.G.1, 2.G.3, 2.G.4
- Responsible Party: Marvin Dodge
- Measure Used: USHE Capital Development Prioritization standards, fall/spring 2018-19 average, aggregated into one score from the following sub-measures:
  - Classroom Usage Rate (CUR): USHE standard - 33.75 hours per week
  - Classroom Occupancy Rate (COR): USHE standard - 66.7% seat occupancy
  - Laboratory Usage Rate (LUR): USHE standard - 22.5 hours per week
  - Laboratory Occupancy Rate (LOR): USHE standard - 80% station occupancy
- Overall Target: An aggregated average score of equal to or greater than 0.0%
- Current Status: **Achieved** (2018-19 fall/spring aggregated average score: 4.6%)



### KPI 6.7 Utilization of Space: Data Collection and Importance

The data shown here is an aggregated average score of the four USHE measures of space utilization: Classroom Usage Rate (CUR), Classroom Occupancy Rate (COR), Laboratory Usage Rate (LUR), and Laboratory Occupancy Rate (LOR). The single number shown is based on the average above or below the targets for usage/occupancy.

SUU's classroom and laboratory spaces experience some of the highest rates in the USHE system. However, there is downward pressure on utilization rates due to a low student to faculty ratio as outlined in the Strategic Plan, ESL, and concurrent enrollment classes which are not included in degree seeking utilization numbers. SUU will benefit from higher utilization rates in summer terms as it rapidly pursues a path to a 3 year Bachelor's degree. As part of that objective, SUU will be significantly increasing summer course offerings to more effectively utilize campus facilities.

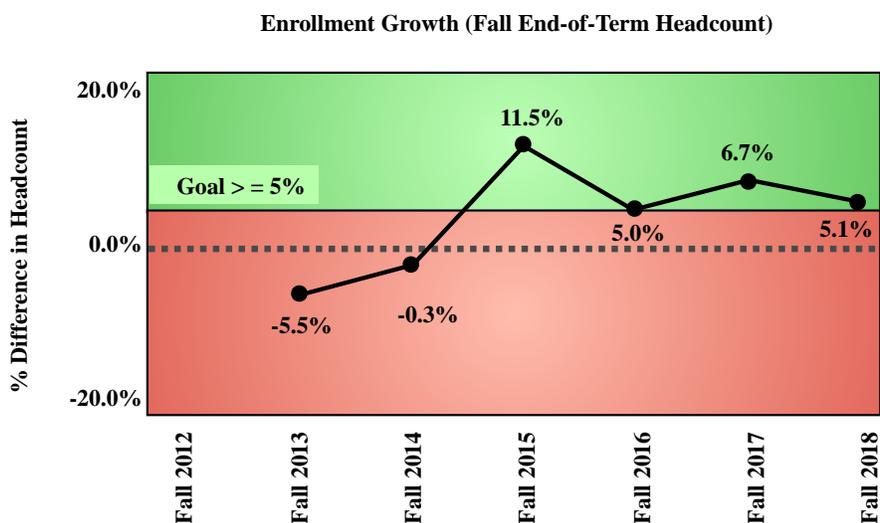
### KPI 6.7 Utilization of Space: Plans for Improvement

The data and background information for this metric comes from the *Space Utilization Report and Issue Brief* from the USHE commissioner's office and state legislature released in March of 2018. In partnership with the USHE office, SUU participated in an initial space utilization study focused on the use of classrooms and teaching laboratories in an effort to address and inform the Board of Regents regarding effective use of facility resources and policy development for capital facilities.

SUU has responsibility for approximately 1.8 million gross square feet of building space. Of this space 14% is dedicated for classrooms and 28% for labs. Classrooms and teaching laboratories represent the primary space where institutions serve students as they work towards completing their educational goals. For this study, space utilization is defined as the use of classroom and laboratory space associated with credit-bearing courses, although it should be noted that instruction also occurs in locations outside of classrooms and labs and that many other activities besides instruction occurs in classrooms and laboratories. Because of its critical support status for teaching and learning, the University has opted to continue to track space utilization rates to use as part of the Strategic Plan dashboard.

### **KPI 6.8- ENROLLMENT GROWTH**

- Related Core Theme: **Engage** - SUU creates engaged, intentional, and transformative learning experiences.
- Related Strategic Plan Objective: 2.3.3
- Related NWCCU Standard: 2.D.3
- Responsible Party: Stuart Jones
- Measure Used: Fall end-of-term headcount
- Target: Annual enrollment growth of 5% or more
- Current Status: **Achieved** (2018 enrollment growth - 5.1%)



### KPI 6.8 - Enrollment Growth: Data Collection and Importance

Enrollment growth at SUU is an important metric, and one that is closely observed across the campus. Of particular importance are the economies of scale that can be achieved through thoughtful and managed growth. As student enrollment grows, some student services units (such as advising) must grow at approximately the same rate. However, many administrative and service units have capacity to absorb enrollment growth, and in so doing, become more efficient in their use of resources.

### KPI 6.8 - Plans for Improvement

For a number of years, SUU has partnered with Ruffalo Noel-Levitz (RNL) to help manage enrollment growth. Working with the SUU enrollment team, RNL has outlined a number of future growth strategies represented by the matrix below:

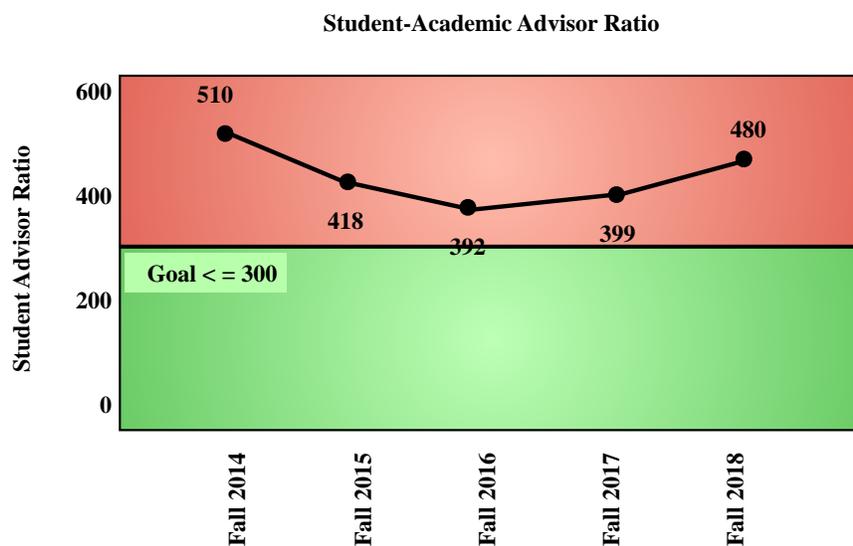
	<b>Existing Programs/Services</b>	<b>New Programs/Services</b>
<b>Existing Markets</b>	Market Penetration	Program Development
<b>New Markets</b>	Market Development	Diversification

- **Market Penetration - Existing Markets & Existing Programs/Services**
  - Improvement in retention through a number of strategies either currently in place or soon to be added in student services. These strategies include the Student ACES (Assistant Coaches for Excellence and Success) program. This program has helped significantly improve retention rates, and will be expanded to meet student enrollment growth. For more information visit this site: <https://www.suu.edu/nest/aces/>.
  - Increasing in-state market share through increased efforts in local schools, statewide marketing and scholarship offers.
  - Increasing reach to current out-of-state markets through targeted marketing efforts and newly hired full-time enrollment coordinators in the Las Vegas and Southern California areas. These employees will help to increase both enrollment and brand awareness for SUU in these important population centers.
- **Program Development - Existing Markets & New Programs/Services**
  - Recruitment in China and Korea for the Aircraft Maintenance Technician program will become an important new growth strategy for SUU as the aviation program continues to expand its offerings
  - Another new program that will likely boost enrollment is the Online Registered Nurse to Bachelor of Science in Nursing. This program is part of the new online growth initiative of the university (referenced in the [Major Campus Initiatives](#) - Growth in Online Programs section below).
- **Market Development - New Markets & Existing Programs/Services**
  - International students from India are the second largest international student population in the U.S., and they have a high level of interest in two fields: computer science and engineering. To help meet this interest, SUU has determined to increase emphasis on recruitment in India for the Cyber Security online master's degree program.
  - SUU has an International Recruitment Internship program which gives current students the opportunity to gain international work experience and spend several weeks immersed in a foreign culture. The program began in Peru and will be expanded to other Latin American countries as partnerships are built.
  - As part of the new online growth initiative, the university has decided to place increased emphasis on recruitment for online graduate programs (see [Major Campus Initiatives](#) - Growth in Online Programs below)
  - For the first time, SUU has an enrollment coordinator in the Phoenix, Arizona market. As with Las Vegas and Southern California, it is anticipated that development of leads in the Phoenix market will increase out-of-state applications and enrollment.
- **Diversification - New Markets & New Programs/Services**
  - As mentioned earlier, Indian students are the second largest international student population in the U.S. and have a high level of interest in Engineering and Computer Science programs. We anticipate the new Mechanical Engineering program will elevate SUU's recruiting efforts in India.

- International Early College is a new program for international students to come to campus for some portion of their high school experience. Those who complete the curriculum can graduate with both a HS diploma and an AA/AS degree from SUU. It is anticipated that students graduating from this program will remain at SUU to complete their baccalaureate degree.

### KPI 6.9 - STUDENT-TO-ACADEMIC ADVISOR RATIO

- Related Core Theme: *Engage* - SUU creates engaged, intentional, and transformative learning experiences.
- Related Strategic Plan Objectives: 2.3.3, 4.1.1
- Related NWCCU Standards: 2.D.1, 2.D.7, 2.D.10
- Responsible Party: Jared Tippetts
- Measure Used: Student to advisor ratio
- Target: A ratio 300:1
- Current Status: **Not Achieved** (2018 ratio - 480:1)



#### KPI 6.9 Student-to-Academic Advisor Ratio: Data Collection and Importance

The student-advisor ratio represents 80% of the fall 3rd week headcount divided by the number of advisors. This number is based on data indicating that approximately 20% of students will not need advisement services, including non-degree seeking students, continuing education students, concurrent enrollment high school students, and others.

Focusing on student-to-academic advising ratio is important as this measurement allows the institution to analyze if advisors are in a position to do more holistic advising (smaller ratio) or can only help students register for classes (larger ratio). Research shows that “the quality of academic advising is the single most powerful predictor of satisfaction with the campus environment” (Carey) as it is the “only structured activity on the college campus in which all students have the opportunity for one-on-one interaction with a concerned representative of the institution” (Habley). In short, the advising relationship is critical to personalizing the undergraduate experience, giving students confidence in the institution, and helping them perceive it as a supportive community.

#### KPI 6.9 Student-to-Academic Advisor Ratio: Plans for Improvement

In recent years there has been a movement in higher education to shift the role and responsibilities of academic advisors (McClellan and Moser, 2011). Gone are the days of a singular focus of serving as course schedulers. Advisors are now being asked to serve as academic advisors, life coaches, career

counselors, and so much more. Southern Utah University will continue to push this holistic model, but in order to do so, must continue to add additional Student Success Advisors to keep the ratio of student-to-advisor low. This is particularly true since the university is in a phase of significant enrollment growth.

#### **KPI 6.10 - EMPLOYEE DEVELOPMENT AND SATISFACTION**

- Related Core Theme: *Engage* - SUU creates engaged, intentional, and transformative learning experiences.
- Related Strategic Plan Objective: 2.3.6, 3.1.2, 4.3.1, 4.3.2
- Related NWCCU Standards: 2.B.2, 2.B.3
- Responsible Party: Marvin Dodge
- Measure Used: Great Colleges to Work For Survey (administered spring 2019)
- Target: **TBD**
- Current Status: **Report Not Yet Available**

As noted in the Strategy Plan Scorecard, the status of this Key Performance Indicator is not yet available. Information regarding this KPI has been collected only sporadically in the past, using a range of surveys and other measures that do not provide a stable data comparison. In the spring of 2019, the institution administered the *Great Colleges to Work For* survey to help establish a baseline data point and an initial target for the KPI. The results of this survey will be reported in September of 2019, and will be reported in the 2019-2020 Strategic Plan Report.

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## MAJOR CAMPUS INITIATIVES

### **Southwest Technical College Dual Enrollment Partnership**

Southwest Technical College (STECH), a member of the Utah System of Technical Colleges (UTECH) has entered into dual enrollment agreement with SUU. The partnership evolved out of meetings held between SUU President Scott Wyatt and STECH President Brennan Wood to discuss measures that might be undertaken by the two institutions to help with student retention and completion. A Memorandum of Understanding was signed by the two institutions on March 23, 2018, and the dual-enrollment partnership is scheduled to begin in August of 2019.

Previous USHE/UTECH partnerships have occurred, but always in one of three forms:

1. the merger of a larger USHE and smaller UTECH institution,
2. the “mission expansion” of a tech college to become a university,
3. a patchwork of transfer agreements.

Inevitably, these partnerships have led to both higher tuition/fee rates and less flexible scheduling options for tech college students. By contrast, under the new agreement, STECH students are dually enrolled at SUU, simultaneously receiving credit at both institutions without having to pay any additional tuition or transfer fee. Similarly, SUU students can take courses covered under the articulation agreements at STECH, pay significantly lower tuition, and receive SUU credit. This occurs while both institutions remain as separate entities, maintaining operational and administrative independence.

The advantages to this model are clear: students from STECH receive university credit not currently available to them, using the flexible, open entry scheduling model already in place, while paying the much lower UTECH tuition rate. Meanwhile, SUU students can also enroll in STECH courses for significantly lower tuition and fee costs, have access to instructional programs not currently offered at SUU (e.g., welding and culinary arts) and still receive university credit for their study at STECH. The benefits to students at both institutions are significant, and the lack of a merger of the two institutions causes less consternation in the community.

Another notable improvement of this plan compared over prior partnerships is the course-by-course articulation agreements. These agreements cover both elective and major credit at both the lower and upper division levels. During the Summer of 2018 (and in subsequent meetings during the 2018-19 academic year), faculty from both institutions worked collaboratively to review curriculum and assemble course-by-course articulation agreements between eleven programs:

- Accounting
- Agriculture
- Art and Design
- Automotive Technology
- Business
- Culinary Arts
- Engineering Technology
- Graphics and Media
- Information Technology
- Nursing
- Professional Truck Driving

During the 2019-20 academic year, it is anticipated that 450-500 STECH students will enroll for courses covered by articulation agreements, and opt for the dual enrollment credit. It is also anticipated that 100+ SUU students will take STECH courses as program electives. For additional information, please see visit this webpage: <https://www.suu.edu/stech/>

### **Optional 3-Year Degree Program**

During the 2019 Utah State Legislative Session, the university received an ongoing \$3.8 million appropriation to create optional 3-year degree pathways for students. The 3-year degree option allows interested students to accelerate the traditional undergraduate process and enter the workforce earlier while still gaining the professional hands-on experiences needed for the job market. The program includes an adjustment to SUU's academic calendar to accommodate three full semesters, plus a reasonable summer break. Students will have the option to attend SUU during all three semesters to accelerate their study, or stay with the traditional fall and spring semesters. To assist students financially, scholarships will be transitioned from the current 4-year model to an 8-semester model, allowing students to select the semesters they want their financial aid applied.

By helping students accelerate their time to graduation, the 3-year degree program will also positively impact the university's space utilization. This will be done by building a much more robust summer schedule to fill classroom and lab space that would otherwise be under-utilized during these months.

In addition, the university anticipates a number of other advantages to students, including:

- Lower overall living expenses compared to the traditional model
- More effective learning retention through a shorter summer break
- Greater work stability because students can keep a job year round instead of just working from August to May
- Less crowded class sections, classrooms, and lab spaces
- More housing options
- Less crowded parking
- Access to summer community and university events (Summer Games, Shakespeare Festival, etc.)

The process of putting the 3-year degree program into place is well underway as of the writing of this document. It is anticipated that more than half of the current degree offerings currently available as 4-year degrees will also have an optional 3-year track by January 2020. For additional information, please visit this website: <https://www.suu.edu/three-year-bachelors/>.

### **Growth in Online Programs**

In order to increase accessibility and affordability, SUU plans to significantly grow its online offerings. The growth will occur initially in the following curricular areas:

- MBA - General Business Track
- MBA - Leadership Track
- MBA - Finance Track
- MBA - Marketing Track
- RN to BSN
- Master of Arts Professional Communication
- Master of Interdisciplinary Studies
- Master of Music in Music Technology
- Gen Ed Courses

To assist in this growth, the University has entered into a partnership with an online program management group called *Academic Partnerships, LLC* (AP). This partnership will complement SUU's existing efforts to improve instructional design quality, as well as to recruit and retain online-only students in the programs listed above. The partnership will likely grow to include other programs in the future.

SUU pursued this partnership for three overarching reasons. First, AP will help SUU fulfill its mission to provide an accessible, high-quality, and affordable education to students who want an SUU degree, including those who cannot come to campus. The partnership will help these students improve their social and economic mobility, which will lead to personal growth, civic responsibility, and professional excellence. Second, enrollment growth associated with this partnership will contribute to SUU's community, state, and region through increased economic and workforce development, citizenship, and

wellbeing. Third, the partnership will prepare SUU for the future by diversifying SUU's revenue streams, delivering degree programs in a modality that students prefer, and employing professionals prepared for the evolving higher education landscape.

AP and SUU are currently formulating marketing strategies and beginning the instructional design process. Marketing efforts will launch in the fall of 2019, and SUU faculty will begin preparing online courses in a 7-week format in collaboration with AP experts. The first students enrolled through the AP partnership will begin taking courses in January 2020, which will coincide with the beginning of the revised 3-year degree calendar.